The PARENTS' MAGAZINE

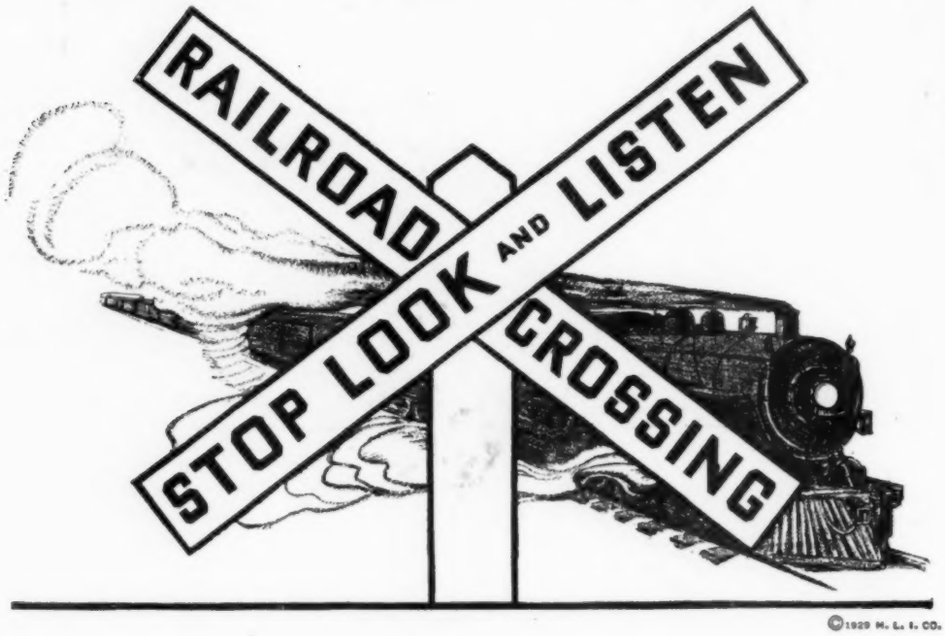
Formerly called "CHILDREN, The Parents' Magazine"

ADVANCED C

OCTOBER 1929
25 CENTS

Preparing Your Daughter for Adolescence

Is Being an Only Child a Handicap? How to Get Your Children to Eat What They Should—And Like It!



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THE warning signs, "Stop, Look and Listen", have become merely a part of the roadside landscape to many an automobile driver. Heedlessly he passes ten, twenty—perhaps fifty of them—safely. At the fifty-first comes the crash.

Last year 8,383 persons were killed outright or injured in automobile accidents at grade crossings in the United States. There are about 235,000 grade crossings in the country; more than 93% of them are unprotected.

With millions of new automobiles on the roads each year, accidents at grade crossings are increasing at an alarming rate, for the reason that most of the States have no organized program for protecting motor traffic which must cross railroad tracks.

New York, under wise leadership, has shown how to solve the problem. Before the Empire State adopted her present plan, but 10 crossings a year, on an average, were done away with. This year, the first in which the railroads, the State and communities have cooperated—the railroads paying 50% of the cost, the State 49% and communities 1%—85 death-traps are marked for immediate removal. Next year New York hopes to eliminate 150 more of its worst danger spots.

Other States are becoming aroused to this terrible and needless destruction of life and property and are taking steps to prevent it. Canada, too, is taking action.

It will require many years to complete the work. It is estimated that it will ultimately cost twelve billions of dollars. But what railroads and States and communities ought to do is to begin at once with those grade crossings which should be abolished first.

Grade crossings are dangerous not only to automobilists and pedestrians, but to people who are traveling on trains. The first section of a limited train struck an automobile and killed two persons. The train stopped and the second section plunged into it, killing thirty-two passengers in the first section.

Wherever the law provides facilities for eliminating grade crossings, citizens should see that public officials perform their duty and abolish these death traps. Wherever the laws must be amended, people should meet the issue squarely and urge prompt action by legislative bodies.

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October, 1929

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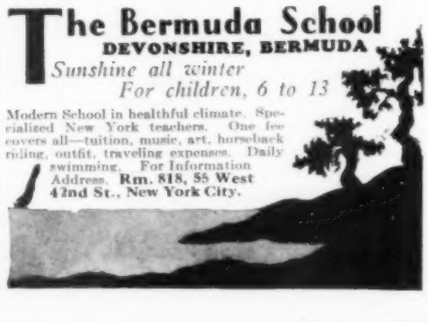

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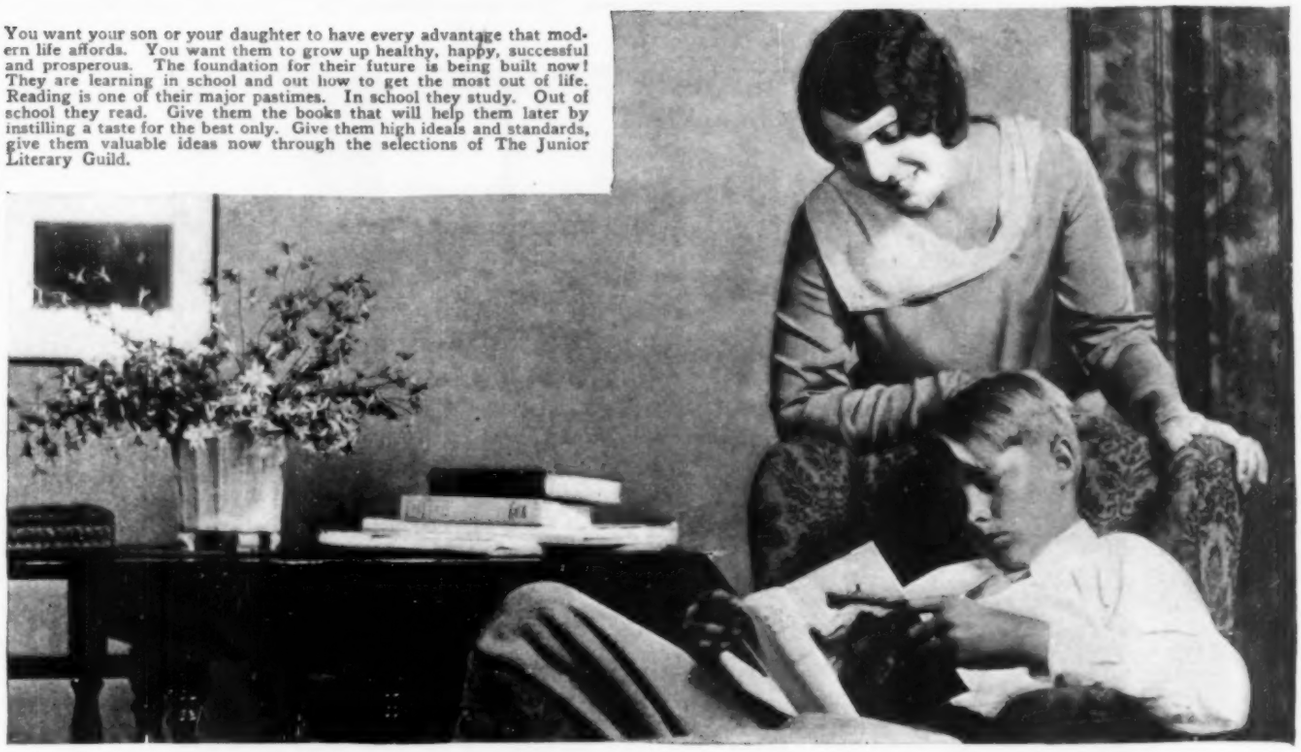

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Through a recent merger, The Junior Literary Guild has added several new editors to its selection committee. The names of the men and women now choosing the Junior Guild books appears in a box on this page. They are, as a group, the most eminent and competent Editorial Board it is possible to assemble. Each of them has made the reading and the general welfare of boys and girls his chief occupation in life. Most of them have children of their own; all have been teachers, juvenile librarians, editors of magazines for young people or advisors to parents.

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HELEN FERRIS

Once every month, this Board seeks the three juvenile books they consider the very best offered at that time in their various age groups. One is for both boys and girls under 12; one for older girls, up to 16, and the third for more mature boys—up to 16. These books represent the cream of the current crop of books for young people. Their subject matter is unlimited in scope. One time they will be fiction, another time fact. They will always be *good;* always entertaining to the young readers as well as instructive.

The three books, selected from advance lists before publication, will be issued in special editions for members only. They will never be on sale in stores in this edition. The same titles will be available in a trade edition, but no element of manufacture in this edition will be superior to the Guild edition—although the price will be much higher. The Junior Guild, like its parent organization, the Literary Guild, effects a saving upon its books by issuing large editions for an assured market. This saving is passed on to you who subscribe for your sons or daughters. One annual subscription for the Junior Guild books, assuring the boy or girl twelve of the best books published in that year, costs a great deal less than the same twelve titles would cost in the trade edition.

This is the boys' and girls' own book club. The boy or girl is the member—the books are mailed, postpaid, addressed to them. He also receives a beautiful pin bearing the Guild emblem. A monthly magazine accompanies the books, gratis. New features are being added to the service almost every day. It is the aim of the Guild to make membership so attractive that every boy or girl in America will want to belong; so uplifting and intelligent that every forward looking parent will wish to give their children its countless advantages.

Two booklets called *Secrets* fully explain the plan, and the convenient, monthly terms. Send for them, without obligation, at once.

THE JUNIOR LITERARY GUILD
Dept. 15-C
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The Junior Literary Guild, Dept. 15-C
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I will look at *Secrets.* Send both of them to us without obligation.

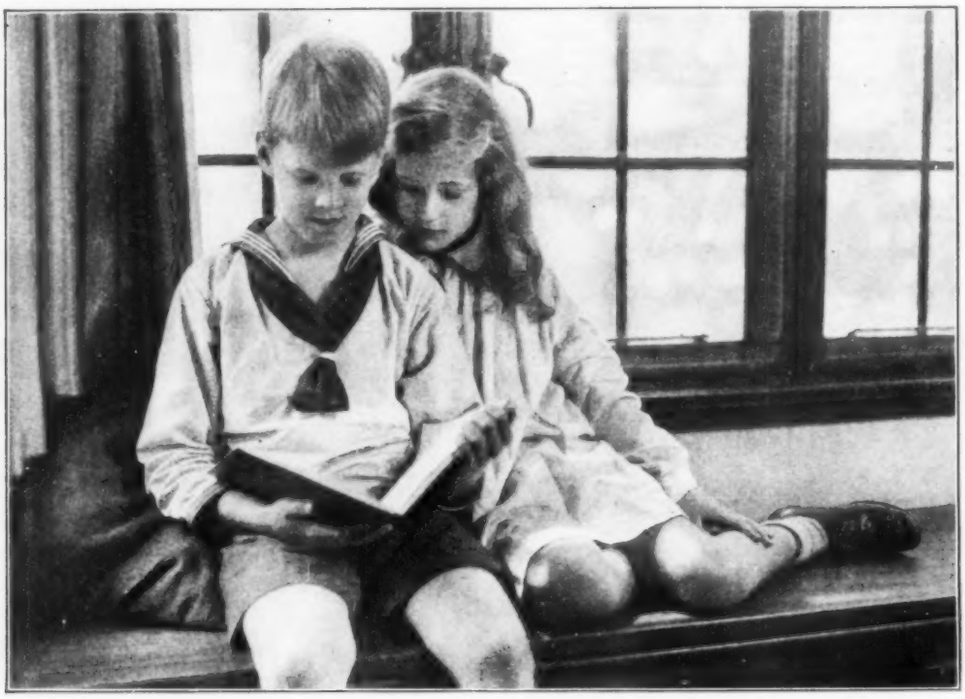
Parent's Name .....

Address .....

City ..... *State*.....

Master Miss ..... *Age*.....

All advertisements conform to standards on page 75.



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The Privilege of Fatherhood

An Editorial Message

By W. Russell Bowie, D.D.

Rector, Grace Church, New York City

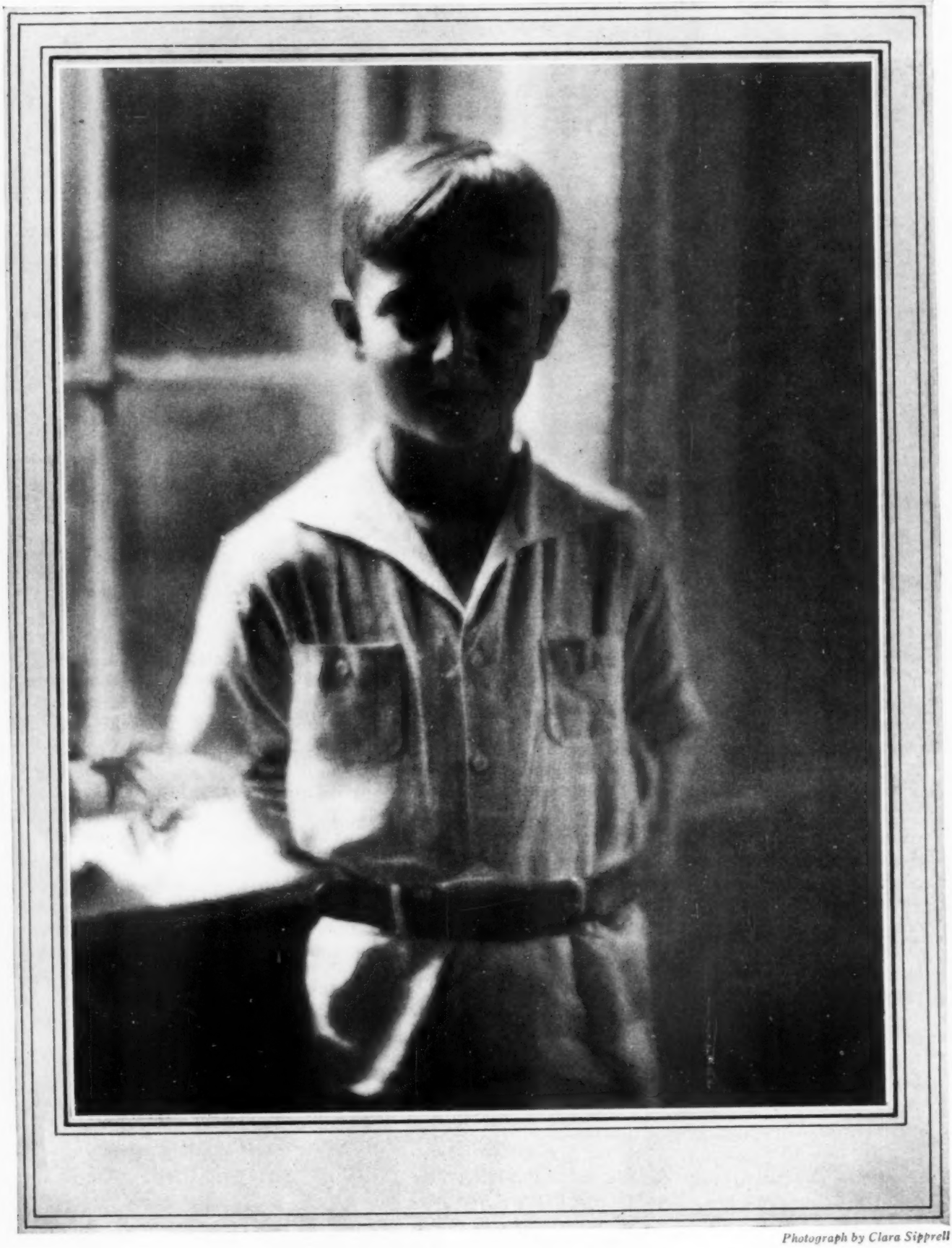
A VERY successful and also very preoccupied business man came home one evening, went into his library and, as he usually did, picked up the evening paper and buried himself behind it. His daughter came and sat shyly on the arm of his chair. "Father," she said, when he looked up at her, "I could love you so much if only I ever had a chance to really know you."

There are men all about us who are losing the finest privilege of their fatherhood by preoccupation. They have glued their regard with such strained intentness upon the things which they assume to be important that they have never stopped to understand what really important matters are.

A great voice once said, "Man doth not live by bread alone." That is true, inescapably and forever. It takes something more than bread to feed the inner spirit. It takes something more than the epicure's table and automobiles and houses and bank balances. In spite of all their efforts to turn themselves into machines for making money, men cannot manage the process. There is a hunger of the spirit that will be restless underneath any imaginable accumulation of things; and no man can ever be very happy until he has learned, through a love that is kept alert, to touch and to know the spirits of those whose love can bring him life. The pity of it is that so many fathers go blundering along their narrow and stupid grooves until it is too late. Their children have grown up with no lovely memories of shared happiness binding them to their father. They have never really known him, and so increasingly have begun to feel they do not need him. When some day they arrest his attention and suddenly stir his proud interest, he discovers with a shock that they have only a perfunctory interest in him.

If a father has never stopped to play with his children when they were little, there will be small likelihood that they will count him as a companion when they grow older. If a father has never been interested in his young children's questions, they will not turn to their father with those adolescent questions with which father especially can help. There are few men who do not know, down deep in their hearts, that nothing could be a prouder satisfaction than to have their growing boys and girls love them and trust them as their surest friends. But this does not come about by accident. It only comes as a man gives to his children that one thing which matters most—the comradeship of a love which understands.

"The future of the race marches forward on the feet of little children"—*Phillips Brooks*



Photograph by Clara Sipprell

An American Boy

What Is Progressive Education?

A new force, a new ideal, is making itself felt in education. How it will affect your child and mine is told in this article

By STANWOOD COBB

President of the Progressive Education Association

RECENTLY my attention was called by a friend to the existence of a remarkable school in the suburbs of New York, founded by a woman of means, high intelligence and humanitarian practices, who, desiring a better type of education for her gifted child, decided to turn her attention in the direction of education. Within as short a time as the magic of money could effect it, a charming one-story school of bungalow type arose in the midst of a beautiful birch grove on her estate. The school, equipped along the most progressive lines, with movable furniture, semi-open-air features, work benches, studios for arts and crafts, and staffed most successfully with capable teachers trained in progressive methods, saw an enrollment of one hundred children this first year and has double that number enrolled for next year. Visiting the school and speaking to a parents' meeting, I was impressed with the earnestness, the educational intelligence and the progressiveness of this group called into being by the desire of one parent for the new education.

Such magic is being worked everywhere. Sometimes it is a single parent who founds a school, as here; but more often it is a co-operative group. The interest of parents in the new education and the important part they play in its progress is most significant. It is they rather than the educators who have organized, financed and conducted the progressive private schools of which there are some fifty now successfully functioning in this country. So fast are these lay-organized schools coming into existence that it is hard to keep track of them.

The Progressive Education Association with its magazine, its annual conferences, and its free educational advisory service has been an effective stimulus, support and aid to this parental movement. So has the Child Study Association of America, with its publications, its lay study circles and its discriminating reference material. The success of THE PARENTS' MAGAZINE is a demonstration of the wide interest that exists in lay circles in the problems connected with the upbringing of the modern child. The women's colleges—Vassar in the lead—are giving courses in child psychology and child training, seeking to prepare their girls for intelligent motherhood. In fact, the modern college girl, under such influence, is conceiving motherhood and parenthood as a vocation requiring scientific preparation. Modern psychology, by demonstrating how important environment and training are in determining character, has shown the vast significance of the early school years. The new psychology gives unquestioning support to any educational movement, such as progressive education, which seeks to study the child and adapt its methods to the child's needs, developing not the intellectual only but the complete child as an emotional, social, esthetic and ethical being in whom intelligence is only one factor toward conduct, achievement and successful living.

This new education, which is revolutionizing not only private but also public-school methods throughout the country, is not a passing fad, a mere revolt against tradition. It is a constructive educational method based upon the modern science of child study—the natural result and expression of the new understanding of and attitude toward the child which has come into being during the past generation, both in this country and abroad. As such, it is bound to prevail. Nothing can stop its advance, because it sincerely and intelligently expresses the scientific discoveries of today.

What is progressive education? Although much has been written about the subject, it is difficult adequately to define the term, because it is the achievement of varying temperaments, ideas and practices. There are, however, some essential features of the movement which describe progressive education. (*Turn to page 73*)

For My Little Son

By EUNICE TIETJENS

I look at you through such a haze of love,
I cannot see yourself at all.
You are more beautiful than beauty. Tall
Altar flames are round you, and you move
In a circle of sweet fire that blinds me.
Yet I try
At times to see you. Certain things I know.

I know your hands
Are white, and silken birds that circle so,
Were they not tethered to your shoulders,
They would be off at once. I know your hair
Is a froth of honey in the sun:
That when you run
Your wee, staccato footsteps beat like hail
On temple roofs, unevenly.

These, and a hundred more, I cannot fail—
So plain they are—to see.
But you—what you yourself may be,
What powers move
Behind your velvet eyes, is hid from me.
I look at you through such a haze of love . . .

Is being An Only Child

"Yes" says AGNES DE LIMA

Speaking from first-hand experience with sixteen only children

IS the only child doomed from birth, as leading psychologists declare? Or has he been the victim of unmerited prejudice, as the inquiry recently made by Professor Fenton would seem to show? Teachers in this inquiry rated two hundred children in an Ohio school on certain traits of character and found the thirty-four only children not conspicuously different from the others as regards generosity, sociability, willingness to co-operate, qualities of leadership and the like. It might have been interesting had these same teachers lived on intimate daily terms with these children in their homes and then rated their characteristics. One such inquiry on a very small scale appears to show that "onliness" among very young children, at least, breeds a sensitiveness to certain subjective values, but too often at the expense of the sturdier social virtues. And just now the social virtues are high in the ascendant in the scale of popular ethics.

During the past three years twenty youngsters between the ages of four and seven have lived in my house for varying periods of time, usually not more than five or six at a time, for I try to keep the group down to manageable family proportions. The children come entirely from homes of professional or artistic people and are therefore presumably given an intelligent start for their first years. Of the twenty, however, sixteen have been only children. And Professor Fenton notwithstanding, I have come to the conclusion that it is almost impossible to be intelligent with an only child.

Even such elementary matters as eating what is presented, going to sleep on time at night, taking a rest or nap during the day are unsolved and often highly critical problems with the only child, until he joins a group. Then he submits to routine usually without much trouble. Parents and friends who come to visit my group stand amazed when they see Tom eating his peas or his whole wheat bread, or Jack going unprotestingly upstairs at nap time, or the whole six

or (*Turn to page* 42)

The child who stands aside and doesn't know how to join in the rough-and-tumble play of other children has a hard road ahead of him

a Handicap?

"No" says NORMAN FENTON, PH.D.

Illustrated by Robb Beebe

Director, California Bureau of Juvenile Research

IT is commonly believed that the very fact of being an only child predestines one to be peculiar and difficult. For example, at the first meeting of a university class in child psychology for prospective teachers, I asked my students to write a brief description of what they thought the only child to be like—what sort of a child they would expect to find if, before the class had convened, they noted on the school register that one of their pupils was an only child. Of the group of fifty, only two (both only children!) believed that such children were likely to be normal; the rest gave the usual descriptions, some even going so far as to state that they could pick them out at sight! The aspersion most frequently cast upon the only child was that he is selfish and spoiled; next, that he is lacking in sociability and makes adjustments to other children with great difficulty.

When one goes to ordinary books on child psychology, one finds the same opinions regarding only children. An unfortunate tendency in such accounts is that of drawing conclusions to cover the attitude and characteristics of *all* only children on the basis of one or a few cases which have been especially notorious for anti-social behavior and character traits. The writer has been engaged in an investigation of a group of only children in comparison with a group of other children, and rather to his surprise the results failed to bear out the usual opinion. On the contrary, there seemed to be evidence for the belief that in regard to most of the unfortunate characteristics of which only children have long been accused they are not especially different from other children.

Teachers in an Ohio school, who had known their two hundred pupils (thirty-four of whom were only children) for a half-year or more, rated the children on a number of traits of character. When the ratings were summarized, it was shown that even in generosity and sociability (two traits in which only children are commonly supposed to be especially inferior) the overlapping is considerable, 90 per cent or more. By this overlapping it is meant that if one hundred only children and one hundred other children taken at random were compared, ninety or more of each group would receive about the same ratings. Only children, as a group, are slightly more likely than other children to be leaders. They are also slightly more likely to be unpopular, but the amount of difference is very small. In this connection it is pertinent to note that

(*Turn to page* 44)

According to a recent study of only children and other children, it was found that the former compared favorably as to generosity and sociability

Correcting Behavior Problems *Through Play*

Good habits may be taught through play, and rightly selected toys will help

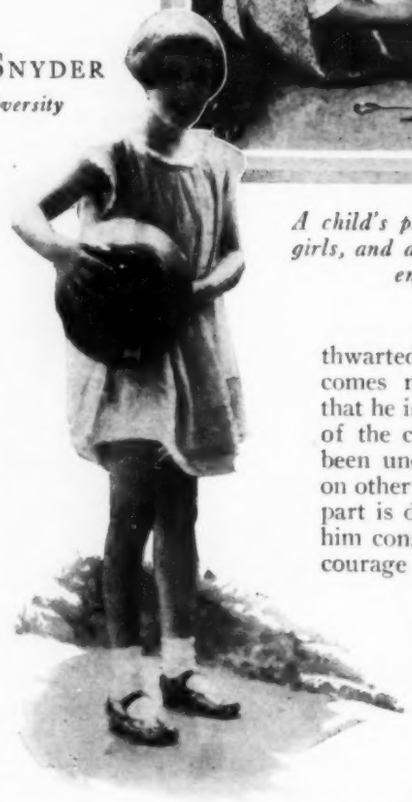
By

A. M. and MARGUERITE A. SNYDER

Department of Psychology, New York University

A child's play group should include both boys and girls, and a wide range of play interests should be encouraged by a variety of toys

EVERY parent cherishes a mental picture of an ideal child. Such a child would conform with the physical, mental and social standards set for his age. He would be adaptable, sociable, and considerate of others, and yet self-controlled and independent. He would be interested in many things and happy in activity. He would have the qualities of a leader and yet not be "bossy." He would be alert, observant, and well-controlled emotionally. When a child's behavior deviates from such an ideal, parents are aware of a problem. All children present such problems, for no child at all times and in all respects comes up to the standards the adult world has set. These early deviations may develop into habits leading to later maladjustments. To prevent this, the wise parent will try to correct such deviations when first recognized. Such correction can often be effected most readily and most naturally through careful direction of a child's play life. This article will discuss some of the most common behavior problems and suggest ways in which the child can be helped to overcome them through play.



Ruth Alexander Nichols

THE DEPENDENT CHILD. First of all, let us consider the child who lacks initiative and self-confidence, who is apt to be too dependent on others. Dependency is rooted in the very physiological make-up of every child. For some time he is unable to care for himself. It is natural, then, for him to develop a sense of dependence. At the same time he has an instinctive urge toward self-activity. He reaches for attractive objects and creeps toward them. But since some of these native urges must be thwarted, the normal child, even while he becomes more and more independent, realizes that he is still dependent on others. In the case of the child who is over-dependent, there has been undue extension of the tendency to rely on others. Often such an attitude on the child's part is due to the fact that those who care for him constantly use negative commands or discourage his attempts to be independent; or they do too much for him; fail to encourage any signs of initiative that he may show; domineer over him to such an extent that they rob him of self-confidence.

The feeling of dependence due to any of the above-mentioned factors may be carried so far as to develop in a child a feeling of inferiority. This involves a standard of comparison, and at first such a feeling is natural. The child thinks, "Father can do more than I can. Father is bigger than I am." He boasts of his father's abilities to others. But as he compares himself with companions of his own age and recognizes superior ability in them, he becomes more conscious of his own lack. The most effective way to counteract this is to plan play activity with an aim towards all-round development. Fundamentally there must be physical development through varied practice to obtain muscular growth and co-ordination. Certain kinds of toys are necessary to stimulate this muscular development, such as balls, push toys, animals on wheels, etc., (*Turn to page* 55)

¶"Many mothers come to me when it is too late regretting that they have let their daughters drift into adolescence unprepared physically and emotionally for the experiences which come with the teens," says the doctor who writes this article. She tells how parents should help their daughters to meet this difficult age

Vandamm

Preparing Your Daughter *for Adolescence*

By BARBARA BEATTIE, M.D.

THE greatest danger to the girl between the ages of ten and thirteen (the pre-adolescent years) lies in the fact that her parents never seem to be aware that she is growing up. They continue to think of her as a little girl and treat her as such. The result of all this is too often disastrous, when the daughter suddenly plunges into the emotional upheavals and physical strains of puberty with no warning and no preparation. I have had very few mothers come to me anticipating the dangers of adolescence. I have had many who have come too late, realizing their sins of omission, and wishing that they had sensed what was happening to their daughters two or three years before. Mothers should begin to think about their girls as pre-adolescent when they are about ten. Menstruation rarely begins before eleven, and often, normally enough, not until fourteen. Menstruation is the climax of a long series of changes within the body and does not make its appearance for months after the secondary sex characteristics begin to develop. We should prepare for adolescence long before menstruation occurs.

But concretely what can the parent do to forestall some of the difficulties of the adolescent girl? The things that can be done fall into two classes—those which build up and preserve the girl's physical health and those which insure mental and emotional stability. As to her physical well-being, how may she be prepared to sail into her teens bursting with good health and brimming over with energy?

The first requirement on the list is a thorough physical examination every six months given by a competent physician. School examinations are excellent in detecting gross abnormalities, but the things you particularly want to know about your daughter at this age are rather detailed. Make a note of them and insist that your doctor give you definite answers to all the questions you want to ask. Here are some of them:

Is her weight for height and age above, below or just normal? It is very important that she be up to par in this respect.

Are her heart and lungs normal? (*Turn to page* 71)

At the advanced age of one the baby becomes interested in pictures

Give Your RIGHT

Over-coddling the baby is a frequent to help and not hinder

By JESSIE CHASE FENTON

Author of "A Practical Psychology of Babyhood"

ONE of the most important educational activities of the new baby is movement. It follows that the less his movements are impeded, the faster his education is progressing. He should be kept warm, dry, and comfortable; his position should be shifted often enough so that his muscles do not become fatigued and strained; he should have fresh air and moderate light, and his clothing and coverings should be as loose and as light as they can possibly be while still keeping him sufficiently warm. And incidentally, the average young mother is in such superstitious terror of letting her baby get cool that she keeps him far warmer than is necessary or wholesome. The baby must make the acquaintance of his whole body. But how possibly can he discover all the uses that can be made of his muscles if he is wrapped into a tight, stiff little cocoon of blankets?

A baby should at all times be free to move his arms and legs. I have two suggestions by means of which greater freedom may be accomplished without danger from cold. One is a large sleeping bag. It should not slope at the shoulders, but extend straight out and be several inches wider than the span of the child's outstretched arms. It must not be tied into a close wad at the bottom, but buttoned or snapped across a wide straight opening, and it must be twelve or more inches longer than the child's body. Over this, other blankets may be laid if necessary, but they must not be tucked tightly around the body. The blankets sold for the use of babies are almost always too small. A full-sized single blanket, cut in half lengthwise, and bound at the edges makes about the proper size for covering the standard baby crib satisfactorily.

The second suggestion is to put the baby into one of the little knit sweater and legging outfits which can be so easily and cheaply obtained nowadays. Add mittens if necessary, and you can dispense with blankets altogether except in the coldest weather. A baby who takes his naps in this way will play himself into healthy sleepiness, sleep soundly, and waken refreshed and active. And he has a very much better chance than the ordinary blanket-wrapped infant of making rapid progress in developing muscular strength, learning skillful use of his own arms and legs, and attaining awareness and control of his own body.

In addition to these measures, the baby should have a period, every day, of naked play and exercise. This should be as long as possible—an hour is best. Place the baby in a warm, well-ventilated room on a padded table or a wide, firm, bed, and let him squirm and kick to his heart's content. Baby will also enjoy it immensely and profit thereby too, if you will put him through a few simple exercises. In this connection you will find a small book entitled "Baby's Daily Exercise," by Edward T. Wilkes, extremely helpful. The most fitting conclusion to the exercise period is, of course, a bath and a meal, and then a good sound nap. If the exercising can be combined with a sun-bath, so much the better.

As soon as baby hands show the faintest impulse toward trying to touch or seize things, one should make sure that plenty of suitable articles are at hand for them to experiment with. I have frequently observed babies of three or four months lying with no toys in reach, and upon inquiring why the child was not provided with playthings, have received the astonished reply—"Why, he doesn't need play-

A sleeping baby should be kept comfortably covered but never too warm

Baby The START!

fault of mothers. This authority tells how an infant's development

Clapping hands is a soul - satisfying accomplishment at this age

Illustrated by Lydia Underhill

things! He can't hold them yet!" If this isn't keeping him out of the water until he has learned to swim I don't know what it is! As if he *could* learn to hold things when he has nothing to practice on!

A thin smooth rod which can be set across the crib or bassinet just above the baby's hands is an excellent first toy. As the hands bump against this in the course of their random flutterings, the little fingers can learn to curl about it, teaching the hand muscles skill in grasping, and helping to form an association between the feeling of something against the hand and the movements necessary to grasp it. Next, a number of small, light objects, easy to hold and pull about, should be laid where the baby's hands will bump against them frequently. Strings of small spools or light beads are excellent, because they are easily entangled among clumsy little fingers and pulled about, and they make a pleasing sound, too. Spools, rattles, small spoons, small toys of rubber, a handful of clean smooth clothespins—all of these make fine toys. Of course, it should not be necessary to say that all the small baby's toys should be clean. Exploring things with his mouth is as inevitable a part of his education as exploring them with his fingers.

Now, having given the child materials for hand-exercise, let his hands do their own practicing. Of course, at the very first, it is useful to put toys sometimes into the little hands, but for the most part they learn more effectively if allowed to do their own fumbling and exploring. By means of such fumbling attempts to get hold of things for himself, in which the occasional successes stand out by contrast with the frequent failures, the baby begins to learn something of space, distance, and direction, and to develop the germs of choice, discrimination, and memory. Habits of independence, too, are better encouraged if play is not over-supervised.

A rattle satisfies the baby's delight in sound

At first it is useful to have a large number of toys within reach, so that the fumbling hands are likely to find plenty of chances to try to seize things. After the baby has become able to guide the movements of his hands by the aid of vision, a few toys at a time are better. Too many toys at once prove distracting, and the child is deprived of valuable training in habits of attention. Give the baby three or four well chosen toys, and then leave him to his own devices. Every child should learn to make himself happy alone. Toys may be exchanged from time to time in order to keep the child's interest fresh, but not too frequently.

Practice in all sorts of sensations is part of the education of the small baby. He needs the chance to look at many different things, and the position of his crib or high-chair should be shifted frequently in order to present new fields for the eyes to explore. Let him play now in one room, now in another, and as often as may be outdoors. He will gaze with charming eagerness at the new patterns of light and shade, the new objects and persons presented to view, and this freshly stimulated interest is helpful in furthering the development of the power to fix the gaze and focus the eyes, to follow moving objects, and to attach meanings to things seen. Toward the end of the first year pictures may profitably be added to the child's visual experiences. He will enjoy best pictures of objects with which he is familiar, such as household articles, domestic animals, children, possibly automobiles, street cars and trains. The pictures should be large, clear, and simple in outline and coloring. (*Turn to page* 46)

New Ways to Correct

A person's carriage is an index child to hold himself

TRAINING your child to walk correctly has more to do with his development than most parents realize. It seems a very simple matter, but when one stops to consider that bow-legs, knock-knees and other serious physical defects are often caused by faulty walking, one becomes aware of the importance of walking correctly. When analyzed further from the standpoint of right posture, balance and transference of weight, correct walking is found to demand a fine coordination with the mind and to embody practically all the movements needed for a state of physical health.

The relation that correct walking has to mental fitness is an interesting study. People who walk briskly and easily usually show a corresponding alertness of mind. Mental slackness is not necessarily caused by a bad walk, but almost invariably when this condition exists, the bodily movements are uncertain Experiments with the mentally unfit show that these people usually drag their feet along the ground instead of lifting them and exhibit other marks of poor control. The vacillating movements of an uncoordinated body correspond to those caused in the brain by mental indecision, and vice versa, mental slackness reveals itself in uncertain bodily movements. We have all experienced this feeling. Even though we may usually carry ourselves well, there are times, during periods of depression or ennui, when we allow our bodies to "slump" especially if no one is looking! Watch your child to see that this bad habit does not become chronic.

Every parent who realizes the relation between proper walking and everyday physical fitness will be awake to the benefits to be derived from this proper coordination of mind and body. When all parts of the body begin to work in harmony with each other, the child becomes more beautiful because this rightness of movement is the basis of grace, and removes the necessity felt by the awkward child of consciously striving to be graceful through artificial poses. If movements are naturally graceful, that is, proceeding naturally from a coordination of the different parts of the body, grace will come of itself. Many mothers have the mistaken notion that if a child is to be graceful, he should be taught certain gestures, which are always artificial and never fail to emphasize the clumsiness they try to hide. For instance, one of these false gestures confined to the hand alone, is like the wooden movement of a marionette, a mere trick of the fingers pretty but affected, whereas a truly graceful movement of the hand comes not from the fingers at all, but springs naturally from the shoulder and arm muscles. Similarly, mothers often make this same mistake in trying to make their children walk gracefully by teaching little foot tricks, with no regard to the part the rest of the body plays in progression.

It is too often taken for granted that locomotion on the feet is a natural thing and will take care of itself,

Photographs shown, from left to right:

No. 1—Relax body thoroughly. Concentrate on the base of the spine as the functioning motive. Do not lift the head with the neck muscles, but let it come up as a natural sequence of the spine unfolding

No. 2—As the body slowly unfolds, a crawling sensation is noticed in the spine and a sensation of back muscles crossing each other

No. 3—In the correct natural walk, plant the heel first, then the whole foot directly forward parallel to the other and not turned out. This necessitates a springing from the tips of the toes and at the end of the stride

No. 4.—Practice walking on all fours. Keep the head relaxed, concentrating on the spine as the functioning motive. The balancing right knee should be bent as much as possible in order to keep the hips close to the floor and when the next step is made the left foot should be brought forward in a long sliding step

No. 5—With the hands on the hips, bend forward as far as possible, then continue the motion of the upper body in a rotary movement, from the front to the side, and return to the front. Make the movement continuous and do this about ten times

No. 6—Walking on the toes is good practice in coordination. It also strengthens the feet and calves and leads to naturally graceful poses

Posture

By MARGUERITE AGNIEL

to his character. Teach your with freedom and poise

but this is not true and careless attitudes are frequently the cause of bodily defects. As a matter of fact, the upright walk is not natural to civilized man, but an acquired characteristic, a result of art and training and it has to be learned. The uncontrolled motion of a baby learning to walk is natural, but that it finally does manage to stand up and maintain some degree of equilibrium is not due to nature but to the demands of the civilization in which the child lives. In most cases, the encouragement of the parents assists the child more than is generally realized in helping him to walk in the prescribed human fashion.

But as the knowledge of what constitutes a graceful walk is usually limited on the part of the parents, the fact that the child has achieved an upright position and is moving in it, regardless of how he moves, is considered a sufficient accomplishment to most people. It occasionally happens that a child is so well coordinated from birth that the body develops harmoniously without any undue strain upon any one muscle group and as a consequence the child walks beautifully, but these cases are comparatively rare. That is why it is so important to train your child to stand and walk correctly from the very beginning.

Correct walking requires a free elastic movement of the back muscles and those of the diaphragm. The strength of the feet and legs is also very important, particularly the muscles of the calves as they co-operate with the bones of the feet in a leverage system which raises the whole weight of the body in walking. The chest should be held firm, head easily poised and the body lifted from the hips. The weight should always be carried forward and over the moving base, the feet pointed straight ahead and the legs swinging freely from the hips. Instead of walking from the hips, most people walk from the knees, with a resultant strut, shuffle, or ducklike waddle. (*Turn to page* 50)

Photographs by the author

"Dey's All Got Debbils!"

By Elizabeth Mc Fadden

A PROMINENT man, a successful man, had started me off on my strange search. "Some boys are just naturally born bad!" he had said. Was he right? I was determined to know, so I set out on a hunt for a congenital criminal. But this business of finding a bad boy is not all chocolate sundaes and golf. Wild beasts shun the open. I should have to track my bad boy to some hidden lair. I went to the school in the second worst slum of our town where I had been made probation officer and invaded the office of its principal.

"If I'm to be probation officer in this school," I said, "I'd like some good hunting."

"All right," grinned the principal cheerfully. "How would you like a thief?"

"A real thief under twelve? Let's have him."

The principal went to the telephone.

"Please send me George Washington Woolly," he said.

"This boy," he explained to me, "was arrested the other day for stealing a dozen footballs."

I gasped. "Most of the college men I know are proud of capturing one."

"These were not blown up," explained the principal. "He slipped them under his coat."

"But what did he want so many for?" I asked.

"He doesn't seem to know himself. However, he has been selling them to the other boys in the yard. That is the way we came to learn of it."

The boy arrived. George Washington may have been a misnomer but Woolly was right. Small for his age, twelve, black, almost blue-black, round-eyed with ingenuous candor, he had the sort of a face that belongs with a luscious watermelon, but that is out of place behind a mask of lonely fright.

Here was a serious matter. George must learn he could not steal footballs. His parents were summoned. Mother Woolly arrived alone. She was enough. She made me think of a Zulu warrior, nearly six feet in height, broad, black, fierce, a prowling panther of a woman.

You couldn't teach *her* anything about bringing up children. Hadn't she buried ten? Yassam! Her vast experience had given her an invincible assurance in dealing with all the problems of childhood. Beatem! That was her panacea. Drive out de debbils. Dey's all got debbils! Yassam! Evidently she belonged to the same school as my judicial-minded friend.

My zeal for disciplining that nervous little woolly lamb, black sheep though he might be, began to evaporate. I saw that any punishment I could wreak upon the Son of the House of Woolly would be dew from heaven compared to his mother's ordinary hand-out. I must get

¶ YOU couldn't teach Mother Woolly anything about bringing up children. Hadn't she buried ten? But her mistakes are common to other parents and the solution will apply in many cases

Illustrated by ROBB BEEBE

"After school George Washington has ter stay right beside me and wuk, he does. I doan believe in no foolishness fer kids."

through to him and make my point on a heart and brain worn to iron by beatings.

"George, you want to have people like and respect you when you grow up, don't you? Don't you, dear?"

I took one little black paw and stroked it. That registers with a dog, why not with a beaten little boy?

Sudden tears glittered in the brilliant black eyes.

"Yassam, shore do."

"Then you must keep the laws, and never, *never* take things that belong to other people."

"Whut you mean, mam,—'long ter other people'?"

"Well, you have some things that are yours—toys, haven't you?" I explained.

"No, mam."

"You haven't any toys? Not one?"

"No, *mam*."

I stared at his mother.

"No, mam, I don't believe in no sich foolishness fer kids," she pronounced.

"What does he do after school?" I asked.

"He stays right beside me and wuks, he does."

"No games? No play?"

"Whut he wanter play fer?" his Amazonian mother demanded. "One time he did git out, what'd he do? Went off an' stole an' got me an' his pap in bad. Ah'll fix him, youall leave 'im ter me."

A virtuous panther.

I turned to the trembling boy.

"George, you have your clothes. They are your own?"

No, *mam*. Desyer clothes, de wuz (*Turn to page* 65)

A Co-ed at Forty-Five

By
AVERY WAYNICK RUBLE

How one mother of four grown children filled her life with new interests and kept young

"A CO-ED at forty-five?" you ask, aghast! Yes, why not?

I played with the co-ed idea a long time. Since leaving school (the title of this article betrays about how many years ago), always I had felt the need of continued study. But just when my responsibilities would seem to lighten the stork would fly my way. At last, with four boys' names under the "Births" in our family Bible and a prospective grandchild's advent on the horizon, I decided to hurl defiance at the old bird by matriculating at The University of D——.

I could continue to bake and brew (the legal way) and, I trusted, capture an occasional red "A" at the top of my papers simultaneously.

But, you say, by the time the average woman has reached the age of forty-five she has almost forgotten, not only what she has studied, but how to study. She has been too busy with other things.

Her days have never been long enough for all she has to do. Aside from the actual time given to the care of the house, the problems of marketing and the feeding of the family, endless small tasks are to be done in whatever intervals can be sandwiched in between the more important demands.

Small persons, whose garments seem to shed buttons faster than mother can sew them on, burst in at inopportune moments with bumped heads and cut fingers that necessitate "time out" for first aid treatment. Inquiring little minds ask disturbing questions to which satisfactory answers must be given. Stories must be told. Games devised.

The mother of the household sometimes prays, "Oh Lord, for days twice as long and for two pairs of hands with which to work!" But, generally, she steers her ship on a pretty even keel and carries a full cargo of careful plans and loving ideals that have to do with the vocations and futures of the brood.

While her children were in the elementary schools she was able to tell them how much seven times nine is, or what bounds Montana on the north. She, herself, had had the very human craving to lift herself above the herd, so she joined a study club where she read, or listened to a fellow member read, a very nice little paper on some profound subject developed in a way strangely encyclopedic in style.

The time comes, however, when the family is more or less on its own. The children are well along in advanced school or busy founding homes of their own.

Now, by ten o'clock in the morning, all the domestic machinery is started and in running order and the day stretches ahead of her into a long procession of hours sixty minutes long—each to be filled with—what?

After the average woman reaches the age of forty-five, unless she is that rare type content to fill her mornings with manicures, facial massages and tiresome hours of shopping, and her afternoons with bridge luncheons and teas, she feels as empty and as vacant as though she wore a "For Rent" sign for a brooch. Clothes have come to have an interest about twice a year, and mean chiefly a suitable covering. Movies and bridge parties she cannot do too often without having them become boresome. Even that never-failing source of stimulation, a good book, seems often to lose its power to stimulate. All the plots and characters take on a dull sameness. In short, she is bored with life, with its amusements and, most of all, with herself. This period in life has been called "the dangerous age."

The woman has the choice of two courses. One is passive. The other is active.

The passive choice we might call "going to seed." If she adopts it she gradually drops out of this or that activity. She settles down in her home in her own favorite chair. She works a bit on some inconsequential scrap of needlework. She reads a bit. She dreams a bit. She dozes a bit. The day passes. Poor dear! She seldom realizes it herself, but soon she has deteriorated mentally and physically. Her friends know she has stopped growing. She is going to seed—and this is fatal.

To the woman who is seeking to escape this "going to seed," I recommend the co-ed path. I have trod it and I know its benefits.

But I also know it is hard to make the start. There were always so many plausible reasons for putting off my enrollment until the spring semester, or until the fall term. Then there were my good friends who intimated such a procedure would declare me a fit candidate for the psychopathic ward. In the end, I simply clutched the fee in my fist

(*Turn to page 78*)

COMING!

¶ A Challenge to Parent Teacher Associations

And it's a rousing one, written by a mother who knows the organization from the inside out. Every parent and every teacher will want to read what she has to say.

¶ New Ideas About Obedience

An article by Douglas A. Thom, Director of Habit Clinics, Boston, Mass. What parent doesn't need a new light on this old problem?

¶ Learning to Dance

What every mother should know about the six fundamental types of dancing and their effect upon children.

¶ Preparing the First Baby for the Second

To have a Young Pretender appear within the family circle where one has always reigned supreme may be a disastrous experience—or a source of wonder and happiness. The mother who writes this article tells how she handled it.

¶ Little Liars and How They Grow

Over a period of five years twelve hundred children were examined for honesty. This article gives the result of this research and interprets it from the point of view of an understanding mother.

Illustrated by G. B. Inwood

Must meal time be turned into a three-ringed circus in order to get Tommy to eat his spinach? "No," says an authority and tells why

How to get Your Children to Eat What They Should—*and Like It*

Here is a scientific sidelight on how to make this business of feeding the younger generation painless to parents and children

BY ANNE PIERCE

Consultant in Home Economics
After Consultation with Dr. Marguerite Gauger

WHEN a real senatorial deadlock is enacted between Mother and her progeny on the question "Do we or do we not eat spinach, egg, oatmeal or whatnot"—what happens next? And what should happen?

"I'm exhausted by the time John has eaten his cereal," sighed one mother. "I've been all the animals in the barnyard from the rooster to the pig and put on a three-ring circus to get it into him." This mother already had lost one child and was in a state of nervous tension for fear sturdy young John, aged two years, should meet with some catastrophe. Not many mothers go quite this far. But this mother's attitude is a sample of the hovering, brooding, mother-bird tendency to all but predigest the food and put it into the birdling's mouth, from which many a young mother of today suffers because of all she has heard regarding the importance of food in the early years.

And now comes Doctor Marguerite Gauger of Teachers College, Columbia University, New York, with the results of a carefully controlled experiment with a group of seventeen pre-school children from eighteen months to three years of age. Dr. Gauger undertook to find out just how they would react to "tastes" pleasant and unpleasant; whether or not they could be taught to like disliked tastes and if the learning were permanent.

The children were taken one by one, into a bare room, containing only a little table and chair, with nothing to distract their attention. They were not coaxed or threatened, they were not encouraged to talk or play; questions were not even answered. Not much like feeding time in the home, is it? The judges were as disinterested as possible. The game was not to persuade but to get the child's natural reaction.

The "tastes" experimented with were a weak salt solution, egg white, a stronger salt solution, diluted vinegar, and sweet milk chocolate. Half a teaspoon of each of the liquids was offered to the child, with a minute to a minute and a half between the tests. After each taste of the unpleasant liquid a bit of the chocolate was given (1/24th of a square).

After 35 days of this, the diluted vinegar was given alone for from 10 to 33 days to see what would happen when the desired chocolate was withdrawn. Then other tests were made to see if the changes in taste recorded were permament. A vacation period of 70 to 80 days was allowed and then each of the test substances was given alone for two days and this was repeated twice, once after the same vacation and once after five months, the entire period covering eleven months.

No snap judgment here! One of the most misguided things we unscientific lay members (*Turn to page* 68)

Keep Posted!

News of the Better Parenthood Movement, Child Welfare, Education and Other Matters of Interest to Parents

Off to School at Twenty Months

THE School of Education of Western Reserve University opened in September a model nursery school for 25 children, aged from 20 months to 3½ years, with the recommendation that children be enrolled at birth to insure study by the staff of the school. The school will represent the co-operative endeavor of various departments of the University and the Brush Foundation. The three chief objects of the school will be an environment that will foster the all-round development of the child from 2 to 4 years of age; parental education; and the gradual accumulation and analysis of records of child behavior and child development.

Saving the Baby's Eyesight

THE proportion of children entering schools for the blind who lost their sight because of sore eyes in babyhood has been greatly reduced during the last 20 years. The National Society for the Prevention of Blindness ascribes this to the measures which have been taken, either by law or by health-department regulation, in 44 States and 3 Territories requiring or urging the use of a prophylactic in the eyes of the new-born, the prophylactic being supplied free to doctors and midwives in all but 12 States and 1 Territory; 30 States make provision on birth certificates for reporting its use. Such protection should be universally adopted. Are babies' eyes protected in your State?

Henry Miller News Picture Service, Inc.

The first meeting of the committee which will plan the White House Conference on Child Health and Protection, to be held next year. In the front row, from left to right, are: Mrs. William Brown Meloney, Editor, N. Y. Herald Tribune Magazine; Dr. Ray Lyman Wilbur, Secretary of Interior; President Hoover; James Davis, Secretary of Labor; William Green, President of the American Federation of Labor; Grace Abbott, Chief of the U. S. Children's Bureau; and Dr. Hugh S. Cumming, Surgeon General of the U. S. Public Health Service.

Child Scientists Exhibit

THE Children's Fair, to be held at the American Museum of Natural History, New York City, from October 11 to 17, gives serious attention to the work of child scientists. So successful was the first Children's Fair sponsored last year by The American Institute that it has been decided to repeat the experiment. Individual exhibits for which there are thirty-nine entry classes may be entered by any resident of New York who is eighteen years of age or under. Individual exhibitors will compete in classes containing home-made animal cages and terrariums, work in biology, astronomy, geology, mounted and living insects, inventiveness and chemistry in the home, and models illustrating physical principles. Group entrants will show their skill at displaying gardens; conservation of forests, wild flowers, bird and wild animal life, parks, roadsides, industry, and health; biological principles; plants, artificial selection for improvement in plants; economic crops; and plant and animal life for classroom use. In order to focus attention on the sciences and to foster interest in agriculture, gardening, nature study and conservation, over $3,000 in prizes will be awarded by the Institute. No doubt other cities throughout the country will be following in the footsteps of New York in thus placing value on the work of young scientists in America.

Honor for the Pittsburgh Junior Red Cross

THE French Junior Red Cross recently awarded its medal of honor to the boys and girls of the Pittsburgh and Allegheny County Junior Red Cross for their international service in supporting the Pittsburgh Farm School at Fontaneroux near Paris. In this school about 50 war orphans are received each year for training in modern farm methods and rural trades. It was founded in 1918 through a gift of more than $40,000 from the Pittsburgh Juniors, who have made yearly contributions for its partial support ever since, and in 1921 made a special gift for a dormitory.

Propaganda and the Schools

THAT children should be taught *how* to think, not *what* to think, was the basic idea of a report of

(*Turn to page 74*)

John Wallace Gillies

Furnishing the Whole-Family House

How homes where there are children may be beautiful as well as practical will be told in a fascinating series of articles of which this one dealing with furniture is the first

By PAULINE DUFF

Interior Decorator and Home Consultant

"WE can't hope to have our house really attractive," said the charming young mother of three delightful and well-mannered youngsters, "until the children grow up. Then, John says, we can refurnish and I can indulge my love of color." It is a familiar excuse, offered to offset the disappointment one feels on entering the obviously uninteresting home of a woman whose taste and charm would lead one to expect a house that would reflect these qualities. And it is an excuse which is offered with the assurance that there is no questioning its validity. Yet I do. Without hesitation I am frank to say that the belief that one's desires for attractive interiors must be curbed until the children are fairly grown up is a fallacy.

If one is to wait until the children can appreciate and respect good furniture, this means a period of at least ten years before the home can be made interesting. Meanwhile, other cares and interests have occupied the minds of the parents and they have become so accustomed to their dull surroundings that they are no longer conscious of their dullness. When a sensitive woman and a man who appreciates beauty as well as comfort have lived for ten years with drab colors which will not soil easily and with furniture whose only virtue is its ability to stand hard usage, it is only logical to suppose that they become a little insensitive to a need for color and good line. And in having become insensitive, they are likely to have become a little dissatisfied because of desires they have been unable to satisfy. This unconscious reaction to one's surroundings is a natural one and is frequently the source of an atmosphere of discontent in a household, an atmosphere which is subtly disturbing to the children as well as adults. Mere inanimate objects should not be allowed thus to obscure the contentment necessary to the wholesome atmosphere of domestic tranquillity and graceful living which is the only proper background for the rearing of children. Home should always be charming, a place of color and beauty; young children especially need to feel the influence of tasteful, attractive surroundings. The purpose of this series of articles is to show that homes can be furnished and decorated to meet esthetic ideals as well as the practical needs of a family where there are children.

In the first place, comfortable, substantial furniture need not be ugly and uninteresting. It is perfectly possible to find well-constructed living-room and dining-room furniture that is in good taste. It is true that beautifully grained walnut and mahogany, inlaid satinwood and light waxed woods are not practical in the home where there are children, but oak furniture is returning to prominence, not the mission oak and the golden oak of twenty-five years ago, but the rich, seasoned, bur oak of old English furniture. Maple and cherry are inexpensive and effective woods now much used for good reproductions and sturdy enough to endure the treatment of children. (*Turn to page* 48)

Everyday Problems

And How Parents Meet Them

WE are convinced that there is no magic formula that will perform miracles in child training. But we do feel that the methods outlined here contain helpful suggestions. We invite our readers to tell us briefly of problems in child rearing which they feel they have handled successfully. One dollar will be paid on publication for each contribution accepted. Manuscripts for this department will not be returned. Address The Managing Editor, THE PARENTS' MAGAZINE, 255 Fourth Avenue, New York, N. Y.

DURING MY ABSENCE ONE AFTERNOON MY TWO OLDER BOYS WERE IMPUDENT TO OUR COOK.

HOW THE PROBLEM WAS HANDLED: I went to my room to consider quietly the best way to make the boys realize their wrongdoing, and the solution came to me. I went to the cook, asked her to put on her hat and coat and to tell me in front of the boys that she could not work where there were impudent children. This she did and I sent her home to remain on full pay until she heard from the boys. They had the dishes to do before they went to school, the cleaning was left for them to do after school, they did the heavy mopping, etc., etc. This lasted from Tuesday until Saturday. When I returned from market on Saturday morning I found them both writing. Jack's note was short but to the point. It read, "Gee! Jenny, I am sorry I did it." The cook came back and peace has reigned in the kitchen.—*Mrs. R. C. E., Indiana.*

VERY EARLY MY SMALL SON SHOWED SIGNS OF A VIOLENT TEMPER AND HIS YOUNGER SISTER IS FAST DEVELOPING ONE.

HOW IT WAS HANDLED: I would not be truthful were I to say I had found a complete cure, but I have discovered three things which have benefited me in teaching them to overcome their anger. I find I must first of all control my own temper. When everything goes wrong, I am late with my work schedule and everything else, I find myself becoming angry. Then I am apt to speak sharply to the children and this creates a disturbance. Plainly my first problem is to get control of myself. If possible I simply drop everything for five minutes and think of something pleasant until I get over feeling "mad." You will be surprised how quickly it passes when you set your mind on something else. I try to remember that all the details which trouble me now will matter not at all in the course of a lifetime while I can never eradicate the impression I make on my children's minds and lives. If I can't stop and change what I am doing even for five minutes I do the best I can to control myself anyway, by changing my attitude toward the offending circumstances. The second removable cause of anger I have discovered is a physical one. After the children have missed their naps, been kept up late at night, had an exciting play time, become exhausted, or on the other hand not had sufficient physical exercise, the result is bad temper. It is a natural result of easily discernible causes which should and can be avoided. My third cause of anger is one which personally I find little trouble in avoiding with my children, but relatives and sympathetic, well-meaning friends cause me and the children trouble thereby. When Stephen Emmett stubs his toe on a rug and falls, instead of saying "Naughty old rug," one should encourage the child to see the reason for the result, and that it was his own fault, not the rug's. Teach him to pick up his feet, be reasonably careful and so forth, then if accidents do happen they are his own fault and while he deserves proper sympathy he should put the blame on himself and not on the object which caused his tumble. The same thing holds true when he is building block towers and they collapse. Teach him to laugh, he can build another if that one falls, and if he learns that faulty construction causes it to fall quicker, he will perfect his building skill. The observance of these three things is helping me to solve my anger problem. It is not easy, but I have the sense that we are working together to overcome mutual shortcomings, and already good results begin to be apparent.—*Mrs. L. A. W., Mo.*

MY TWO LITTLE GIRLS USUALLY LOST, TORE UP OR BROKE THEIR TOYS THE FIRST DAY AFTER THEY WERE PURCHASED.

HOW IT WAS HANDLED: Every Saturday the two little sisters are given a certain sum to spend. They are allowed to buy exactly what they wish, and as no money is added for an extra purchase they sometimes save for weeks to get the desired toy. This has taught them the value of their playthings and they are taking excellent care of them now. They are also learning to buy carefully and wisely.—*Mrs. S. A. W., California.*

MY FIVE-YEAR-OLD SON DID NOT ALWAYS TELL THE TRUTH. He would bring in dreadful tales of incidents that were supposed to have happened, and on these occasions could never look me in the eye.

HOW THE PROBLEM WAS HANDLED: The next time my boy came to me with an untrue story I suggested that he think before telling it whether the story was "the truth" or "a fairy story." For a while I would have to ask him which it was to be and then he got into the habit of telling me beforehand himself. That was six months ago. I am now happy to say that he does not evade looking at me when he tells me his "fairy stories" and I am convinced of his truthfulness. He has carried the idea to his playmates whose mothers are enthusiastic about it.—*Mrs. J. G. D., Pennsylvania.*

WHEN CHILDREN GET TOGETHER THERE ARE APT, SOONER OR LATER, TO BE QUARRELS. Children flock to our house to play with my youngsters, but I found that their "scraps" were getting on my nerves and I, in turn, was losing my temper with my neighbors' children.

HOW IT WAS HANDLED: I find that it helps me to do justice by all and to keep things running smoothly if I just pretend that each playmate who comes to our house is my very own child. It takes a little more time, but the results are ten thousand times more worth while and satisfying than to promptly send the offending child home. Very often the trouble is only a misunderstanding that can be quietly adjusted if each side is given a hearing.—*Mrs. F. E. W., Mass.*

What Would You Do?

$10 for the Best Answer

ARTHUR, who is three years old, went to the pantry when no one was in the kitchen and ate half of a medium-sized pie. When his mother discovered him, he said that his two-year-old brother had eaten it. At another time he helped himself to three cookies and said that the maid had given them to him. In neither case did he suffer any apparent ill effects. He has always been considered very obedient.

The best 300-word solution to this problem submitted by October 20, 1929, will receive a prize of $10 and will be published on this page in an early issue. If two or more answers are of equal merit, duplicate prizes will be awarded. Address: Managing Editor, THE PARENTS' MAGAZINE, *255 Fourth Avenue, New York, N. Y.*

The Rearing of a King

Glimpses of Mihai I, the Boy King of Rumania

By T. R. Ybarra

Underwood and Underwood

A little boy and his mother—more formally known as King Mihai and Princess Helene

WHEN I was in Bucharest, the capital of Rumania, a few months ago, everybody told me how difficult it would be to get a really good look at little Mihai I, the boy king of the land. They explained how his mother, Princess Helene, had resolved that, during these early years of his life, he must be a boy first and a king afterwards. They told how she had set her face sternly against publicity of every sort, how she had determined to keep him in the background until the time set for his coronation—which will come when he is eighteen years old. Everybody in Bucharest knows that this lovely and dignified mother of little King Mihai—she who today would be ruling queen of Rumania had not her husband, Prince Carol, the boy's father, renounced his rights to the Rumanian throne—is thoroughly in earnest about having her son brought up simply and sanely. So those whom I met shook their heads and declared that I might as well give up the idea of seeing the little king at close range.

But finally a young Rumanian of noble blood, who holds a post in the Foreign Office at Bucharest, obligingly said that he would see what he could do for me. After a slight delay, he informed me with much satisfaction that he had arranged everything for my seeing the king.

"Where? When?" I asked.

"Ah, that is a secret!" he said. And there was nothing more to be got out of him except that he would call for me at my hotel next morning.

Next morning—it was Sunday—he appeared, put me into an automobile and sent the driver speeding toward a part of Bucharest far from the haunts of the casual foreign visitor. On the way he explained:

"This morning the King will attend a church service, conducted expressly for him and his (*Turn to page* 53)

International Newsreel

Royal robes can't compare with a bathing suit in the opinion of Mihai

International Newsreel

(Above) The Princess Mother plays "let's pretend" in a colorful peasant costume

(Right) Mihai is more interested in sailing toy boats than in ruling a kingdom

Wide World Photos

Noiseless Housekeeping

"Listen to a woman work and you can judge her efficiency," says the author of this article, which contains many suggestions for home-makers

By NELL B. NICHOLS

Consultant in Home Economics

MOTHERS used to sing: "Hush, be quiet as a mouse. There's a baby in the house." Nowadays these lines are seldom heard. Parents have not outgrown their willingness to tiptoe about the premises and to converse in whispers, but they believe infants and small children, if they are of normal development, need to accustom themselves to ordinary household sounds. This is a part of their responsibility to life. But why expect young boys and girls to react favorably to unnecessary noise? Most adults cannot do it graciously.

Troublesome noise is born of destruction, faulty methods and carelessness. It may be removed easily, as a rule, and its departure will bring relief to all the family. The resulting calmness and quiet will make for stability and poise, two characteristics much in demand today.

Listening to the noise that evolves in a kitchen is one way to determine how efficient a woman is in this business of homemaking. If china is scraped with a silver knife when being prepared for washing, enough racket is made to disturb everyone who hears. In addition the china is scratched, and the silver is worn. Rubber dish-scrapers are inexpensive, silent workers. I have found them excellent for removing the remnants of food from mixing bowls, pots and pans. If a scraper is not available, a swab of soft paper, such as tissue napkins, makes a good substitute.

Wooden spoons are soothing to weary nerves. They go about the mixing of food quietly and never do they scratch a dish or pan. Hitting a spoon on the top of a kettle to empty the contents of the bowl back into the kettle, which is a common practice after stirring has taken place, is a noisy procedure, and a costly one. The kettle may be dented or chipped. Some women thoughtlessly hit the percolator against the sink strainer or the wire sieve against the rim of the sink to remove food. Then when the sink strainer is carried to the garbage can outdoors, it is pounded against the rim of the can. And if the garbage containers are kept near the alley to await the city collector, it is quite a common practice to set them on the concrete pavement, instead of a few inches back on the grass. I once lived in a neighborhood where the visit of the garbage wagon was heralded far and near, and at an early hour in the morning, by the crash of cans against the pavement. Is there any excuse for such destructive sounds?

Quiet, systematic daily cleaning keeps the house fresh and neat without confusion, noise or fatigue

Lazarnick

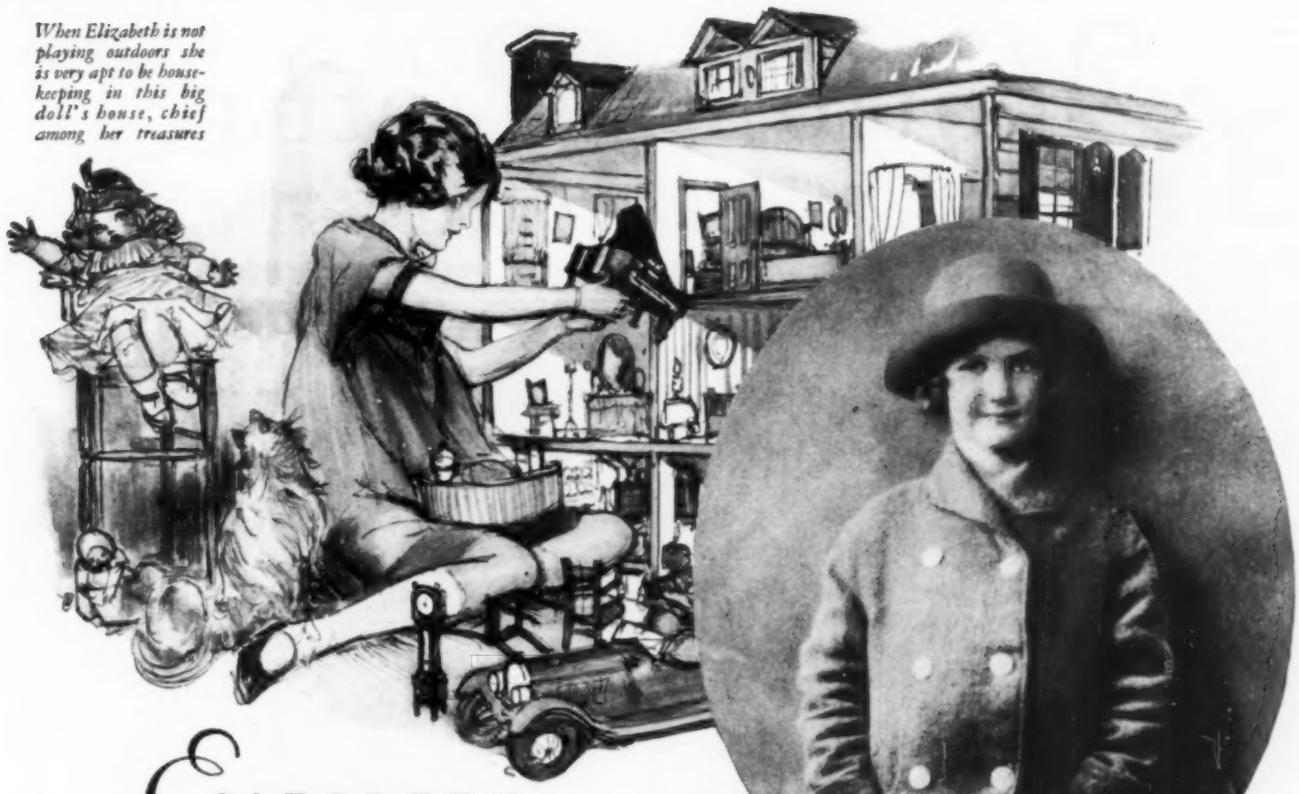
Mixing bowls have a way of frolicking about when food is being beaten in them. Their mirth is not to be scorned, but the noise they make as they hop about on table tops and in sinks will awaken most infants, to say nothing of older children. Many table-tops and sinks are scratched in the process. All that is required to keep this from happening is to fold a towel and place it under the bowl.

I have known baby bathtubs, when filled with splashing water and a happy infant, to insist upon moving about. If the tub sets on an enameled table-top, the sound produced is a strain on the nerves, as well as on the enamel. The shortest route to safety and quiet is to place a folded bath towel under the tub.

Rubber sink pads are a worthy kitchen investment. Cups and saucers that fall on them rarely break. These pads also protect the enamel of the sink from the scratches that are made by moving dishpans and other utensils. Rubber ends to slip over the faucets above the sink also produce quietness, and they are economical of dishes.

The small, easily movable table is rapidly becoming a favorite piece of equipment in the (*Turn to page* 61)

When Elizabeth is not playing outdoors she is very apt to be housekeeping in this big doll's house, chief among her treasures



ELIZABETH STUYVESANT FISH

a member of WASHINGTON'S *"youngest set"*

Elizabeth Stuyvesant Fish is the daughter of Mr. and Mrs. Hamilton Fish, Jr. of Ashmead Place, Washington

Growing up well and strong with this little care all mothers can give

A stately line of ancestors is behind this little girl. Congressmen, senators, diplomats—lawyers, railroad magnates, bankers. Elizabeth Stuyvesant Fish's father—Hamilton Fish, Jr.—is member of the House from New York state—her mother, one of Washington's most gracious hostesses.

Elizabeth, at seven, is tall and fair. Her blue eyes sparkle with interest in everything about her. Her red cheeks show abounding good health.

Mrs. Fish has always been very particular about a definite schedule for her children. They have lots of outdoor exercise and their time for homework, naps, and indoor play is carefully systematized.

With the same thorough and personal supervision that she gives everything affecting the children's health and welfare, Mrs. Fish takes pains that their diet shall be laid out by leading child specialists. Believing in the need of *hot, cooked cereal* for every boy and girl, Mrs. Fish relied upon the doctors to choose the particular hot cereal Elizabeth and her sister and brothers should have.

The famous specialists whom the Fishes frequently consult advised Mrs. Fish to use the children's own *hot, cooked cereal*—Cream of Wheat.

"Elizabeth began eating Cream of Wheat when she was only six months old," says Mrs. Fish, "and she has had it at least once a day ever since. I'm sure it plays a valuable part in keeping her so well and happy."

A point where the most famous child specialists agree

All over the country other doctors are telling mothers this same thing—that Cream of Wheat is ideal for growing boys and girls. In a recent investigation 221 members of leading medical societies in New York, Chicago, San Francisco and Toronto were asked their opinion about what cereal children should eat. This distinguished body of men, many of them leaders in Pediatrics in this country, went on record as approving Cream of Wheat.

Elizabeth has always eaten Cream of Wheat for breakfast. Mrs. Fish feels such a breakfast safeguards her children

Mothers all over the country are making this decision for themselves—whether or not they have access to famous doctors. It's almost tradition to give children Cream of Wheat—because it is so abundantly rich in the energy giving substances growing youngsters need. And because, with its simple, granular form it is amazingly easy and quick to digest.

The Cream of Wheat Corporation, Minneapolis, Minnesota. In Canada, made by The Cream of Wheat Corporation, Winnipeg. English address, Fassett & Johnson, Ltd., 86 Clerkenwell Road, London, E. C. 1.

FREE—this plan that makes children enthusiastic about their *hot, cooked* cereal at breakfast. The H. C. B. Club, with badges, pictures, gold stars, etc. A children's Hot Cereal Breakfast Club, with 734,000 participants. All material sent free, direct to your children, with sample box of Cream of Wheat. Just mail coupon to:

THE CREAM OF WHEAT CORPORATION
DEPT. W-20, MINNEAPOLIS, MINNESOTA

Child's name.....

Street.....

City.....*State*.....

To get sample of Cream of Wheat, check here.....

CREAM OF WHEAT

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Motion Pictures

Which Are Suitable and Which Unsuitable for Children and Youths? Which Are Recommended for Intelligent Adults?

THE AWFUL TRUTH, with Ina Claire (*Pathe*)—Society drama, with thin story of marital troubles between wife and jealous husband, made interesting by the fine acting and voice of Ina Claire in her first appearance upon the talking screen. Retains much dialogue from the original successful stage play. All talking. (E) *For A:* Good of its kind. *For Y:* Better not. *For C:* No.

BELOW THE DEADLINE, with Barbara Worth (*Chesterfield*) — Another crude thriller of crooks and gangs in a big city. Silent. (E) *For A:* Stupid. *For Y:* Worthless. *For C:* No.

BIG NEWS, with Robert Armstrong (*Pathe*)—Just another newspaper story, lively and slangy, of a reporter who solves a murder and finds his own happiness thereby. All talking. (E) *For A:* Hardly. *For Y:* Harmless. *For C:* Hardly.

DRAG, with Richard Barthelmess (*First National*)—An excellent production which gives us the improbable but diverting story of a small-town editor and playwright whose ambition is dampened by his marriage into a slovenly, bickering and lazy family, and whose success in New York is due to the understanding of a clever and energetic young woman. It's different and it's entertaining. All talking. (U) (E) *For A:* Rather good. *For Y:* Interesting. *For C:* Too mature.

DYNAMITE, with Conrad Nagel and Kay Johnson (*M. G. M.*)—Entertaining melodrama, splendidly acted and typical of DeMille in its pretentious settings, contrasted social values, spectacular thrills and smashing climax. But do not plaa to take the story seriously. All talking. (U) (E) *For A:* Good of its kind. *For Y:* Possible, but very emotional. *For C:* Too exciting and mature.

THE FLYING MARINE, with Shirley Mason and Ben Lyon (*Columbia*)—Innocuous picture, with little to recommend it, of a girl who finally prefers to marry the quieter older brother, rather than the younger and louder one. Poor dialogue, and besides these youthful egotistical heroes are getting tiresome. Part talking. (E) *For A:* Mediocre. *For Y:* Harmless. *For C:* Fair.

Charles Rogers and Mary Brian in "The River of Romance"

THE GIRL IN THE SHOW, with Bessie Love (*M. G. M.*)—Fairly convincing story of the life of a hard-up troup of actors playing Uncle Tom's Cabin in small towns. Mildly interesting and quite unobjectionable. All talking. (E) *For A:* Ordinary. *For Y:* Amusing. *For C:* Fair.

HALF MARRIAGE, with Olive Borden (*R. K. O.*)—A romantic but somewhat unwholesome story of a secret marriage which brings tragedy and unhappiness. All talking. (U) *For A:* Uninteresting. *For Y:* Not recommended. *For C:* No.

HUNGARIAN RHAPSODY, with Lil Dagovar (*U. F. A.*) (*Paramount*)—A German importation which is very interesting for adults. It is a romantic drama of love and sacrifice, sophisticated in theme, and the production is notable for the acting, direction, and delightful portrayal of Hungarian customs, home interiors, costumes, and family and social relationships. Sound only. (U) *For A:* Very interesting. *For Y:* Unsuitable. *For C:* No.

THE JAZZ AGE, with Douglas Fairbanks, Jr. and Marceline Day (*F. B. O.*)—The title indicates the well-worn treatment of this story of "modern youth." Its only recommendation is a good cast. The obscure and uncertain moral and ethical standards involved in the handling of the theme make it unsuitable entertainment for immature audiences. Part talking. (U) *For A:* Hardly. *For Y:* No. *For C:* No.

KID GLOVES, with Lois Wilson and Conrad Nagel (*Warner*)—Chicago's gang war as background for an absurd story of a society girl who is forced to marry a hi-jacker, whose subsequent reform leads to a happy ending. Good acting hardly redeems the plot. Part talking. (U) *For A:* Absurd. *For Y:* Not recommended. *For C:* No.

LUCKY STAR, with Janet Gaynor and Charles Farrell (*Fox*)—The charming and romantic story of the love of a boy and a girl, which is so strong and so spiritual that it heals and purifies. Part talking. (U) *For A:* Perhaps interesting. *For Y:* Rather mature. *For C:* Too mature.

THE MAN AND THE MOMENT, with Billie Dove and Rod LaRocque (*R. K. O.*)—Useless story by Eleanor Glyn on the life of a decandent group of supposed "high society." Much poorly written dialogue, crudely spoken by LaRocque. The falsities and absurdities in the story are painful. Part talking, and that part is too large. (E) *For A:* Uninteresting. *For Y:* Unsuitable. *For C:* No.

MASQUERADE, with Alan Birmingham (*Fox*)—Fairly lively and unobjectionable crook picture with dual rôle, based on the old Vance story, "The Brass Bowl." Confused and incredible in spots. Supposes a case of identity so perfect that valet cannot tell his own master from a notorious burglar. All talking. (E) *For A:* Mediocre. *For Y:* Amusing. *For C:* Hardly.

PRISONERS, with Corinne Griffith (*First National*)—Trials and tribulations of a cabaret girl in Vienna, and elsewhere, who steals fine clothes in the effort to win attention from the man she loves. Not worth any one's time. Silent. (E) *For A:* Mediocre. *For Y:* Hardly. *For C:* No.

RIO RITA, with Bebe Daniels and John Boles (*R. K. O.*)—Musical extravaganza, elaborate in settings and romantic in plot, with the alluring and familiar music of the stage production accompanying the action. All talking and music. (U) *For A:* Good of its kind. *For Y:* Entertaining. *For C:* Probably of little interest.

THE RIVER OF ROMANCE, with Charles Rogers and Mary Brian (*Para*)—A romantic and entertaining picture of Southern plantation life, in which a lad has finally to conform to the accepted signs of chivalry and honor. Marred only by the self-conscious acting of Charles Rogers. All talking. (U) (E) *For A:* Entertaining. *For Y:* Excellent. *For C:* Entertaining.

SAILOR'S HOLIDAY, with Alan Hale and George Cooper (*Pathe*)—The adventures of two sailors on board ship and on shore leave, portrayed in a light clean comedy. All talking. (U) *For A:* Perhaps. *For Y:* Amusing. *For C:* Amusing.

SALUTE, with George O'Brien (*Fox*)—A wholesome, romantic comedy of life at West Point and Annapolis which includes a spectacular football game. All talking. (U) (E) *For A:* Entertaining. *For Y:* Excellent. *For C:* Good.

SHANGHAI ROSE, with Irene Rich (*Trem Carr*)—Miserable, cheap melodrama. An utter waste of such an actress as Irene Rich. Silent. (E) *For A:* Worthless. *For Y:* No. *For C:* No.

(*Turn to page 70*)

The Best Recent Films for Young Folks

The Air Legion	Hearts in Dixie
†Annapolis	†His Lucky Day
†Chasing Through Europe	The Hottentot
†China Bound	†The Idle Rich
†Christina	†Innocents of Paris
The Circus Kid	The Iron Mask
†Close Harmony	Molly and Me
Cocoanuts	†The Rainbow Man
Divorce Made Easy	Red Hot Speed
The Donovan Affair	Redskin
The Duke Steps Out	Some One to Love
†Evangeline	Sonny Boy
The Exalted Flapper	Spite Marriage
Fancy Baggage	Stairs of Sand
†The Flying Fleet	†Strong Boy
The Flying Fool	Two Weeks Off
Give and Take	The Voice of the City
The Glorious Trail	What a Night!
†The Great White North	†The Winged Horseman

†Especially good for children.

What the Abbreviations Mean

E—The judgment of the National Film Estimate Service.

U—The judgment of the Motion Picture Committee of the Women's University Club, Los Angeles.

For A—For intelligent adults.

For Y—For youths, 15 to 20 years of age.

For C—For children, under 15 years.

GROWING BODIES NEED ALL THE SUNSHINE THEY CAN GET!

The new Table Model Eveready Sunshine Lamp gives all the invigorating health-rays found in summer sunshine.

EVEREADY
Sunshine Lamp

EVEREADY
Sunshine Carbons

CHILDREN living in sunless man-made cliffs, in canyon-like streets cannot live a natural outdoor life, under an open sun, as nature intended them to do.

It is an established fact that, in most large cities, insufficient sun-rays penetrate through from the sun. And as soon as chill weather comes most children are wrapped in layers of clothing that cut off the important solar forces as effectively as walls of stone.

Children need sunshine

No wonder growing little bodies need all the sunshine they can get! For sunshine supplies them with many vital necessary life elements. Sunshine increases calcium metabolism, it prevents rickets, it makes children grow stronger, sturdier. Sunshine will help *your* children grow up happily—naturally.... Hospitals have used carbon-arc lamps for years. Now you can have one which is made specifically for family use.

National Carbon Company—known for 53 years for the high quality of its products—makes and guarantees all Eveready Sunshine Lamps and Carbons. One evidence of the thoroughness of manufacture is the special filter found in every lamp, that screens out all unnatural, harsh ultra-violet rays not found in sunshine. A time switch prevents overexposure. You will find that an Eveready Sunshine Lamp helps to keep your children's health. However, if your children should be sick see your doctor. Sunshine is a *health-builder*—but should not be used in case of illness unless prescribed by your physician.

$10 will place one of these remarkable lamps in your home!

There is an Eveready dealer in your neighborhood. He will be glad to demonstrate one of these lamps—and tell you about the easy payment plan. See him now! Pay only $10 down for the new Table Model and $6.50 a month! Payments for the Floor Model proportionately as low. Only Carbon-arc Sunshine Lamps are suitable for taking good indoor snap-shots or movies.

A new film called "Sunshine," free from advertising and showing the benefits of sunshine, can be obtained on short notice from National Carbon Company for any meeting of Parent-Teacher Association or other social gatherings.

Women and men as well as children find Eveready Carbon-arc Sunshine good for them! (Illustrating the famous Floor Model Eveready Sunshine Lamp.)

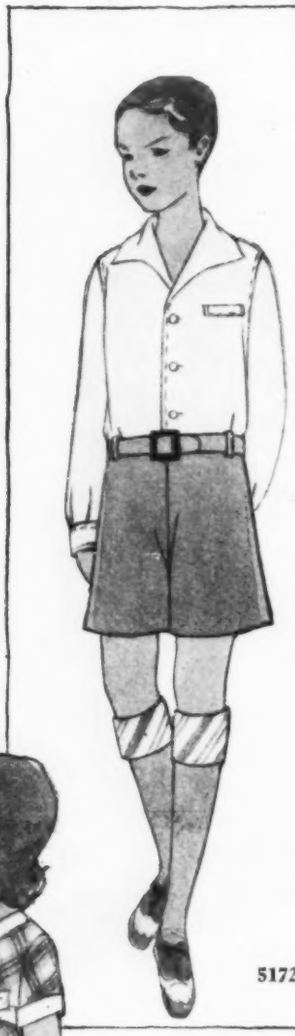
NATIONAL CARBON CO., INC., *Carbon Sales Division*, Cleveland, Ohio

Unit of Union Carbide UCC *and Carbon Corporation*

Never too Young to Be *Chic*

By CRETE HUTCHINSON, *Fashion Editor, The McCall Company*

5901



5172

5868

5867

5870 5871

5901—Child's Dress with bloomers. In six sizes, 1 to 8 years. Size 2 requires 1⅞ yards of 36-inch material and ¼ yard of 36-inch for bow and pocket tab.

5172—Boys' Suit with short trousers. In five sizes from 2 to 10 years. Size 10 requires 1 yard of 54-inch material for the trousers and 1 yard the same width for the blouse.

5868—Girls' ensemble with coat in two lengths, dress with three-piece skirt and pleated inset. In six sizes from 4 to 14 years. Size twelve requires 1¼ yards of 39-inch material for the blouse and 2¾ yards of 54-inch material for the skirt and coat.

5867—Child's dress with appliqué design included. In six sizes, 1 to 8 years. Size 2 requires 1⅛ yards of 39-inch material with ½ yard of contrasting fabric.

5870—Girls' coat with circular flounce. In six sizes, 4 to 14 years. Size 14 requires 2⅝ yards of 54-inch material and for lining 2½ yards of 39-inch.

5871—Girls' Dress with pleated inset. In six sizes, 4 to 14 years. Size 10 requires 2⅛ yards of 39-inch material and ½ yard of contrasting for neck bands and girdle.

5838—Misses' Dress, large collar, with or without sleeves. In four sizes, 14 to 20 years. Size 16 requires 4⅞ yards of 39-inch material.

Back views are shown on page 36

MOTHERS will be relieved to know that "flapper" fashions are passé! It is now chic to be girdled, to wear stockings and to affect skirts for the street (*Turn to page* 36)

5838

McCall Printed Patterns may be obtained from leading stores throughout the country and from THE PARENTS' MAGAZINE, *255 Fourth Avenue, New York, N. Y., at prices given on page* 74

EVERY MODERN MOTHER KNOWS!

CHILDREN want style and comfort in their underwear. They get it in Minneapolis "M" Garments. Famous for three generations, because they have always been in step with current juvenile fashions, besides offering the utmost in quality, value, comfort, washability and wearability.

M GARMENTS

Modern underwear and sleeping garments for every age of childhood

To wear under today's short-skirted frocks and brief trousered suits are French type union suits and combinations, simple in line and brief in length. For colder weather are knee length and ankle length union suits in all wanted fabrics. Minneapolis "M" bedtime garments are style-right too, . . . smart flannelette pajamas in cheerful flower designs and "M" Bi-Knit Sleepers made of wonderful combination fabric (soft cotton inside, part wool outside).

Look for the Minneapolis "M" trademark when you shop for your children. It assures quality, style and comfort. If your store does not have the "M" Garments you want, write for information.

Minneapolis Knitting Works
Minneapolis, Minn.

Sketched are seven of the complete line offered in modern Minneapolis "M" Garments *for children.*

Boys enjoy comfort during their most gymnastic moments in this "M" Waist Union Suit.

Isn't this modish rayon combination a perfect foundation for the daintiest frock?

Warmth and comfort are combined in this Waist Union Suit, made from all cotton and part wool fabrics.

Perfect-fitting, comfortable, correct in style is this "M" Waist Union Suit with French type panties.

She's thinking how gay and pretty are her Minneapolis "M" flowered Flanelette pajamas.

Baby's long sleeved "M" Fold-over shirt is snug, smooth and soft.

The entertaining big brother wears the popular "M" Bi-Knit Sleeping Garment.

*"It is a great mistake not to have all children's clothes, except perhaps hats and overcoats, of the kind that can profit by frequent immersions in the tub."**

To make school frocks fashionable as well as healthful, make them of Everfast Fabrics, whose colors will not fade

TODAY it is smart to be healthy and comfortable. This applies to children's styles as well as to women's. Days of bundled-up children are gone. Mothers, upon the advice of doctors and health authorities, are buying their children lighter weight clothing to wear to school. They are making school frocks of wash fabrics generally because of the beautiful, sturdy textures, and because it is such a simple matter to keep them clean. They select Everfast Fabrics particularly for the patterns, so gay and brilliant, in colors that are fast under all conditions of wear.

School clothes for your children need no longer be a problem if you make them of Everfast Fabrics. Frocks of these beautiful materials are comfortable and healthy. Health authorities will tell you that children who, in winter, must live in overheated houses and school rooms should dress almost as lightly as in summer. Frocks of Everfast are also sanitary, for they may be washed after each wearing, without a worry. Every Everfast color is guaranteed fast to washing, sunlight—everything. If an Everfast Fabric fades you get your money back, plus the making cost as well.

The new Everfast Fabrics are Cord-O-Prints, Sateen Prints, Broadcloth Prints, Playtime Prints, Suiting Prints, Crepelyon — all in the new fall designs. Also Gingham Cloth and other fabrics in plain color. You can get Everfast at almost every good store. Write us for your dealer's name. N. Erlanger, Blumgart & Co., Inc., 354 Fourth Avenue, New York.

*Quoted by permission from "Health and the School," by F. W. and J. D. Burks. Copyright, Appleton Co., New York.

THE GENUINE
Everfast Fabrics
REG. U.S. PAT. OFF.

Never Too Young to Be Chic

(*Continued from page* 34)

that reach half way between the knee and the calf of the leg. For parties the uneven hemline is even longer. The erect carriage instead of the slouch helps the new princess lines in frocks to be carried with a style which would be utterly lacking without straight shoulders. The new fashions are feminine and individual whether for the adult, the debutante or the junior, and even the very small person enjoys a certain chic in clothes that did not exist in other years.

FOR autumn the coats are of first interest and the dressier coat of broadcloth, velveteen or some of the fancy woolens is fur trimmed or plain according to taste or purse. Tweeds are excellent for the play coat and chinchilla still remains a popular favorite for both girls and boys.

The ensemble consists of skirt, coat or jacket, and blouse that is either attached to the skirt or tucked into the belt. This is a general fashion suitable in its various interpretations for either school or dress.

The very small person affects a large bow at the neck and emulates Mother in her adoption of side pleats in skirt and unusual pockets as shown in the tub silk frock pictured. It is neatly printed in an interesting floral design with bloomers to match. No. 5901.

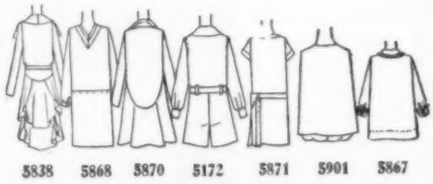
Wide trousers of corduroy with a self belt and a blouse of cotton broadcloth are very easily made at home for the boy of the family. There is little tailoring and the same pattern may be used for a number of materials: heavy cottons, woolens and velveteen if the boy is small. No. 5172.

Schiaparelli designs an ensemble for the young woman that is just as smart in the sizes for the young girl. The original model was of green tweed and the blouse of luscious peach crêpe de Chine. An unusual bias band matched the green of the tweed. No. 5868.

It is a Paris conceit to appliqué letters of the alphabet for ornamentation. White wool with appliqués of apple green wool or a darker color with white were used for the original. No. 5867.

Circular flounces that achieve a broad flare in coats are very new and have the Princess feeling. They are excellent in velveteen, broadcloth or fancy woolen. No. 5870.

The ten-year-old is something of a problem when it comes to dress, for she is at a difficult in-between stage. But this attractive side pleated frock with contrasting treatments at neck and belt is sure to become her. No. 5871.



5838 5868 5870 5172 5871 5901 5867

Back views of designs on page 34

Pointers for Parents

Practical Suggestions Submitted by Readers

FOR MY CHILDREN I made a nursery-rhyme quilt on which the nursery rhyme characters are outlined in various colors. This is brought out only when they are sick and they love to match jingles to pictures.—*Mrs. M. K. E., Newton, Kans.*

Fifty Cents a Pair

I ALWAYS BUY BOYS' SUITS with two pairs of knickers, alternating their use so that they wear evenly. When they reach the stage where both pairs of knickers are worn through at the knee, I take the backs of one pair to make new fronts for the other, piecing them about four inches below the crotch. The backs are enough wider to allow for matching stripes. I do not change the lining but use it as a pattern. If the seat is thin, I reinforce it while the side seams are open, stitching the patch across both ways several times with matching thread. When finished, I send them out to be cleaned and pressed, and for fifty cents we have one good pair of knickers with which to finish out the coat.—*Mrs. H. B. S., Lockport, N. Y.*

Everybody Happy

THE TWO BOYS of the household wouldn't hurry with their toilets in the morning and they would quarrel, and I was so busy with getting breakfast that I couldn't help them adjust matters. However, I finally found a solution that worked. I asked them to help me get breakfast, taking turns in helping, for which I would pay them a small amount. Now the twelve-year-old is my right-hand breakfast-man for one week and my ten-year-old the next week, and so we have hastened toilets, restored a peaceful atmosphere and developed an interest in cooking, all at one time. I may say that the boy off duty is required to stay out of the kitchen during breakfast operations and he usually spends his time with his violin or in some other constructive way.—*Mrs. D. E. F., Tulsa, Okla.*

Pleased to Meet You

MY TWO-YEAR-OLD SON was so very timid that it became a trial to have visitors in our home, and something had to be done about it. This method has resulted in a wonderful improvement in him. I began by taking him with me to the door when any delivery man, such as the baker or vegetable dealer, came. Sonny was much interested to see the familiar articles of food brought in in exchange for the money. In a day or so I put some money in his hand and, all the while calling his attention to the cherished cookies to be bought, directed him in the exchange of money for food. Likewise we met the fruit dealer that day. These delivery men were not so difficult as guests in the home because they did not pay undue attention to him. Moreover, his mind was diverted from himself and centered upon the articles in question, so that personalities scarcely entered into the matter. Soon he would take his dime to the door alone and come proudly back with a loaf of bread. Meeting the milkman with a check or the postman with a letter for Grandmother were also steps in the process. Now, by a little planning so that there may be flowers, or a picture, or a new block-house ready as an ice-breaker when visitors are expected, Sonny gets real pleasure from meeting them.—*Mrs. J. Q. M., Melrose, Mass.*

Four Boxes and a Crate

MY FOUR-YEAR-OLD BOY has a collection of four wooden boxes, the largest about 15 x 30 inches, the others graduated in size so they fit nicely together, and an orange crate. He has wonderful times with those boxes. Sometimes they are all boats floating around the ocean, sometimes they are a train of cars, sometimes they are all fitted together and form the different rooms of a house, or they are garages and barns. The orange crate makes a fine doll house or a rowboat. They are big enough for him to sit in and they develop his larger muscles, as well as his ingenuity. Even baby brother loves to play with them, as he can climb in and out to his heart's content. One rainy day when my four-year-old had exhausted all the play possibilities in the house, I gave him a small can of paint and a brush. I put overalls on him and plenty of newspapers on the floor and he painted the orange crate a lovely apple green. On succeeding rainy days he has painted all the other boxes, one yellow, one blue, one red and one purple. He feels that these are really his own and takes much pride in the beautiful colors he has given them.—*Mrs. P. L. Y., Brooklyn, N. Y.*

Easy Eating

WHEN SERVING POACHED EGGS ON TOAST to children, cut the toast into small squares, then place egg on top. It will make the dish easier for children to eat.

If you have practical suggestions that would be helpful to others, tell them to us briefly. For every suggestion accepted one dollar will be paid on publication. Unaccepted contributions to this department will not be returned. Address Managing Editor, THE PARENTS' MAGAZINE, *255 Fourth Avenue, New York, N. Y.*

"Just what I wanted"

"AND I like it better'n anything else." Try this Beech-Nut Peanut Butter spread with any child—boy or girl—and you'll get the same answer. They do like its nutty flavor. It satisfies both taste and appetite. It's *just* what they want.

But what they don't know is how really good and wholesome it is for them. For peanut butter—this Beech-Nut kind—is something more than flavor. It is real nutriment. The proteins in it repair tissue and restore the energy lost in play. An ideal food for children because it's so easily digested in this "butter" form.

There should always be a supply of Beech-Nut Peanut Butter in your pantry. Grown folks like it as well as the youngsters. Its use is by no means limited to sandwiches. It imparts a new flavor to many cooked dishes, pastries and confections. Recipes will be sent you on request to Canajoharie, N. Y.

The Beech-Nut Peanut Butter jar now carries a new top—a new easy-to-open kind. *A real convenience feature that's exclusively Beech-Nut.*

Beech-Nut Peanut Butter

Feeding *the* Family

By Ruth Washburn Jordan
Food Consultant

Gelatins—How and Why

AFTER a meal is the accepted time for sweets for children and the more desirable food values you can link up with the sweet the better, provided it does not overbalance the menu or make too great a demand on digestion. For these reasons many dietitians recommend honey, molasses, maple products and brown sugars for children, as these have mineral and laxative value as well as sweetness, and their sugars are easily digested.

In the same way, but more so, the gelatin combinations have these advantages. They give variety to fresh or canned fruits, such as oranges, bananas, peaches and apricots and also combine with milk, eggs and cereals to make a still more nutritious type of nursery dessert, such as Spanish and Bavarian creams, rice, fruit bavarians, maple rice parfaits, etc.

These are not only very nutritious, but milk and dairy product combinations are better digested when combined with plain gelatin, which holds true, especially in the baby's bottle, or wherever milk and dairy products (ice cream, for instance) are taken alone. This is due to two facts: Gelatin has a physical effect which prevents or lessens the curding of the milk in the stomach, and it contains "lysine," one of the most important protein constituents, essential to growth. Mixed with some of the cereals (wheat, oats, barley) which lack this particular protein component, gelatin again increases the nourishment assimilated.

For undernourished children under six months of age with digestional difficulties, the addition of a teaspoonful of gelatin dissolved as usual (employing cold milk, then hot) to the day's milk formula, or a tablespoonful for children over six months, has given notable gains in weight. Pure, unflavored gelatin must be used here.

In cases of illness, for convalescents and aged people as well as for children, gelatin makes a special appeal. And the variations possible in form and color and flavor do much to intrigue appetite. Variety is recognized by all dietitians these days as an important factor in the menu.

It would take many pages to cover the possibilities of this food adjunct, using it for soups, desserts, confections, and not forgetting salads, meat, fish and vegetable combinations.

(*Turn to page* 40)

This Month's Prize Recipe

Children's Pie

2 or 3 cups sweetened applesauce
2 or 3 cups graham crackers rolled fine
1 cup sweetened whipped cream.

Butter pie pan, add layer of rolled graham crackers, then a layer of sweetened applesauce. Alternate until pie pan is filled. Let set for one or two hours. When ready to serve cut as regular pie and serve with whipped or plain cream. Children will be delighted with this "pie" of their own.—*Mrs. Elmer T. Carl, Independence, Missouri.*

October Menus

I
Roast Chicken
Browned Potatoes
Peas
Chocolate Ice Cream

II
Scalloped Chicken and Rice
Peas and Carrots
Macaroon Pudding

III
Baked Hamburg Steak
Baked Potato
Spinach
Gelatin with Whipped Cream

IV
Broiled Lamb Chops
Spaghetti with Tomato Sauce
Lettuce Salad
Baked Apples and Bananas

V
Lamb Broth
Vegetable Plate
Baked Stuffed Potatoes
Buttered String Beans
Buttered Beets
Creamed Onions
Cup Custards
Cookies

VI
Baked Filet of Haddock
Mashed Potato
Scalloped Tomatoes
Cucumber and Lettuce Salad
(Cucumbers for grown-ups only)
Lemon Snow with Soft Custard

VII
Vegetables and Calf's Liver in Casserole
Pear Salad
Chocolate Blanc Mange with Cream

VIII
Roast Beef
Macaroni with Cream Sauce
Italian Summer Squash
Vanilla Ice Cream—Cookies

IX
Vegetable Soup
Baked Hash
Creamed Cabbage
Jellied Prunes with Cream

X
Lamb Stew (Onions, Carrots, Turnips and Potatoes)
Lettuce Salad with French Dressing
Orange Junket with Cream

XI
Fricassee of Fowl with Rice
Buttered Kohlrabi
Raw Carrot Salad
Graham Cracker Pie

XII
Creamed Chicken on Toast
String Beans
Tomato Jelly Salad
Grape Pie for grown-ups
Molasses Cookies and Grape Sponge

XIII
Tomato Soup
Boiled Halibut with Egg Sauce
Butter Parsley Potatoes
Peas
Fruit Cup

XIV
Bouillon in Cups with Croutons
Broiled thin slices of Ham for grown-ups
Coddled Eggs on Toast for children
Mashed Potato
Spinach
Apricot Gelatin with Whipped Cream

All day long..

children burn up precious vitality

HERE'S HEALTH FOR A RADIANT YOUNG MAN

Borden's Chocolate Malted Milk . . . renews energy like sleep itself

THEY'RE at it all day long . . . racing, romping, clambering, shouting. Hardly a swift minute in the same place. Hardly a second really at rest. How *can* children be so active?

And yet the very fact that children are so active—that they spend every day such amazing amounts of energy mostly in play—is a sure sign that they're strong and healthy.

Encourage them. Let them pour out their young energy as freely as they like. Only make sure that they're storing up plenty of reserve vitality—to take the place of all that their active bodies are burning up every strenuous day. Above all, give them foods that are body-building. Foods that replace in full the energy that's been lost. Give them Borden's Chocolate Malted Milk.

There's nothing that can equal its rich, chocolate-flavored goodness—the amazing speed with which it actually builds new energy—restores strength and health. Made from wheat and barley grains and *whole* milk with all the rich cream left in it. Borden's Chocolate Malted Milk contains all the vitalizing elements so necessary for growing young bodies. Proteins, that build tissue. Carbohydrates, that produce energy. Lime salts, that make bones and teeth stronger. Precious vitamins.

Above all, it's *real malted milk*. No chocolate drink but malted milk contains the butterfat so indispensable to growing young bodies. The true malt enzymes that make it so readily digestible. Your children need it. Only when you buy it, make sure that the words *malted milk* appear on the package.

Children like to drink it. Even those who can't be coaxed to drink milk. Mothers appreciate that. It saves them endless trouble, too. It's such an easy way to get children to drink the necessary quart-a-day.

Borden's Chocolate Malted Milk is at your grocer's or druggist's. Buy a can today. The Borden Company, 350 Madison Ave., New York City.

Watch your children thrive on it

Lots of mothers, too, are making a habit of drinking Borden's Chocolate Malted Milk—between meals and at bedtime. Whenever you feel more than ordinarily fatigued, stir up a creamy delicious glassful. You'll find you feel better—more energetic—all the rest of the day.

BORDEN'S CHOCOLATE MALTED MILK

All advertisements conform to standards on page 75.

BECAUSE Dixies are so appealing, they make friends quickly with children. And so they may help you in many ways to guard a child's health against the dangers of the common drinking glass in the bathroom, the kitchen, and at meals.

Dixies are lovely. Just seeing these dainty Dixies—more graceful for the charming Adam decoration—will make you think of a fine piece of china, and you may find it hard to believe that they are, after all, *not* china but an amazing development in the making and shaping of fine paper. Dixies owe their delicate charm, and their sturdiness as well, to the ingeniously glazed surface.

Dixies were specially made for use in the home, to avoid the trouble of washing glasses and to save the expense of broken tumblers and goblets. They are packed in convenient 10¢ and 25¢ cartons. Stationery, grocery, drug, department and 10¢-stores have them in stock, or can easily procure them for you. Very handy in the automobile, on outings and picnics.

INDIVIDUAL
DRINKING CUP CO., Inc.
Original Makers of the Paper Cup
EASTON, PA.

You and the children will enjoy the Dixies Circus over WJZ and Associated National Broadcasting Company Radio Stations every Friday evening.

Feeding the Family

(*Continued from page* 38)

Italian Summer Squash

Take 1 onion chopped fine, put 2 tablespoons of olive oil or butter in kettle, add chopped onion and cook gently until soft and yellow. Then take 4 tomatoes, peel them and cut in pieces, put them in the kettle with onions, then peel summer squash and take seeds out, and cut in pieces, add ¼ cup water. Cook together and season to taste with salt.—*Mrs. R. D., Methuen, Mass.* (See Menu VIII.)

Vegetables and Calf's Liver en Casserole

Cut 6 boiled potatoes in slices and cover bottom of casserole. Over the layers of potatoes place thin strips of liver, over this layer place a layer of 6 boiled sliced carrots and continue until dish is filled with alternate layers of potatoes, liver and carrots. Season each layer of liver with salt and each layer of potato with a little onion juice and 1 slice of bacon finely minced. The last layer should be of potato. Pour 1 cup of stock or gravy over all, cover and bake brown. Serve hot.—*Mrs. G. D., Rochester, New York.* (See Menu VII.)

Macaroon Pudding

4 egg yolks
1 envelope plain gelatin
1 cup sugar
Macaroon crumbs
1 tablespoon flour
2 cups milk
4 egg whites
½ to 1 teaspoon of vanilla

Mix dry ingredients, add yolks of eggs beaten well, gradually add scalding hot milk. Cook, stirring constantly, until a thin custard is formed. Remove from fire and fold in stiffly beaten whites of eggs. Add vanilla. Pour one-half of custard into glass bread pan. Cover with almond macaroon crumbs which have been dried in the oven and rolled. Add balance of custard. Serve cold with whipped cream and a cherry.—*Mrs. A. B. R., Meadville, Pennsylvania.* (See Menu II.)

Cream of Cauliflower Soup

4 cups milk
2 tablespoons butter
2 tablespoons of flour
2 cups of cauliflower pulp
Salt

Put butter in saucepan; when melted add flour; stir until thoroughly blended, then gradually add milk which has been heated, stirring constantly to keep smooth. Let it boil about four minutes. Have cooked cauliflower mashed through a sieve and add to white sauce, season, beat with egg-beater and serve. For the grown-ups top each serving with a dash of paprika and a sprinkle of finely minced parsley.

Baked Stuffed Potatoes

Select medium-sized potatoes, scrub and bake. Cut in halves lengthwise. Scoop out the inside, being careful not to break the shell. Mash very well or put through ricer, add butter, salt and a little hot milk, and beat well. Pile mixture lightly in shells, brush with melted butter and return to oven until delicately browned. (See Menu V.)

Vegetable Soup

Take left-over bones from roast, cover well with water, add 1 or 2 onions cut fine, a tablespoon of oatmeal and cook slowly until it comes to a boil. Add a small piece of beef liver if you have it and all kinds of soup greens and vegetables cut fine. Let simmer until meat leaves bones. Season with salt when you add the vegetables and greens. A steak bone will give equally good results. (See Menu IX.)

Fricassee of Fowl and Brown Rice

Fricassee the fowl as usual, adding 1 or 2 onions cut fine. About ¾ of an hour before serving, add 1 or 1½ cups of well washed brown rice. Boil gently until tender. (See Menu XI.)

Buttered Kohlrabi

Pare kohlrabi and cut in thin slices. Cook in boiling salted water until tender. Boil the tender green ends in boiling salted water. Drain well. Combine and add a little butter.

Tomato Jelly Salad

3 cups stewed tomatoes (fresh or canned)
2 tablespoons chopped onion
½ cup chopped celery
1 bay leaf crushed
2 cloves
1 teaspoon sugar
1 tablespoon granulated gelatin
½ cup cold water
Salt to taste

Cook tomatoes with seasonings. Soak gelatin in cold water, add to boiling tomatoes, strain and pour into cups about the size of a tomato. Chill and when ready to serve, unmold each serving on a bed of small crisp lettuce leaves. Top each with a spoonful of boiled dressing. (See Menu XII.)

Custard Sauce

1 cup evaporated milk diluted with 1 cup water
3 egg yolks
1/3 cup sugar
Pinch salt
1 teaspoon vanilla

Scald diluted milk. Beat egg yolks, sugar and salt together. Pour the scalded milk over the mixture, return to fire and cook until the mixture coats the spoon, stirring constantly. Add vanilla.

Delicious sauce served over blanc mange, gelatin puddings, bread custard and apple betty.

Recipe-of-the-Month Club

Send us your favorite recipes—*those that are especially good for children.* Each month we will pay $5 for the best recipe, and $1 apiece for every other recipe accepted for use on this page. Address The Recipe-of-the-Month Club, THE PARENTS' MAGAZINE, 255 Fourth Avenue, New York City.

Wonderful Children!

IF THERE are children you know who surprise you by their agility, energy, quick curiosity, keen answers — if they prophesy brilliant futures for themselves in many a daily act, they are, first of all, well fed.

Watch them eat, and you know they happen to be well fed!

Milk at every meal—often between meals . . . milk desserts at end of dinner and end of supper, such as gelatin blanc-mange, cream tapioca, chocolate soufflé.

Fruits and cereals at every breakfast, helped out with a little sugar and more milk or cream. (Sugar cuts the fruit acids and improves the cereal flavor.)

Fresh raw vegetables and cooked vegetables on their dinner plates and salad plates, the vegetables cooked with just enough sugar to take away blandness.

Children like flavor. Sugar can be used judiciously to help them like the other foods they need to eat. And the need is urgent! If a million New York children are representative of children everywhere, a recent examination would show that four children among five *need food.* For every healthy, happy child—four who are not healthy, who are on the border line of ill health due to under-nutrition.

If children are not eating cereals and fruits as they should—try a little sugar with these foods. If not taking milk as they should—try more milk desserts. If not eating spinach, carrots, peas, beets, string beans, tomatoes, as they should—cook these with a little sugar.

A level teaspoon of sugar may be sufficient for improving the flavor of the average pot of vegetables for a family of four. This amount won't make them "sweet"—it simply heightens the vegetable flavor. Don't take our word for it—try it yourself. Here is one recipe for proof:

Spinach—Prepare a quarter-peck. Steam with a level teaspoon of sugar till tender, about ten minutes. Good food promotes good health. The Sugar Institute, 129 Front Street, New York City.

All advertisements conform to standards on page 75.

Here comes sister . . .

HUNGRY for her dinner! Expecting, too, a meal that's different and exciting.

Don't disappoint her, Mother! Make the simple "good-for-you" foods as attractive as the desserts. Then, of course, at the end of the meal—something special. For children adore a "s'prise". A big ginger cooky, perhaps . . . an orange cup pudding . . . or a little fruit dumpling—made with Royal, to be sure it is light and wholesome.

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Is Being an Only Child a Handicap? "Yes"

(*Continued from page* 14)

eight of them stopping their talk at "stop talking" time, and going off promptly to sleep. Adjusting to a wholesome physical routine with other children is a fairly easy matter for the only child. It is the social adjustments that come harder.

A FAMILY of only children is quite another matter from one made up of brothers and sisters. The principle obtaining in many households of "each one for himself and the devil take the hindermost" is carried to the nth degree in my group, at least among all newcomers. Up the road from me lives a turbulent family of nine sturdy youngsters. They too pull their separate and individual ways, but they display a fellow feeling and mutual solicitude conspicuously lacking among my "onlies." If Mary Jane, aged two, stumbles and weeps, Alice her senior by scarcely ten months, hastens to pull her to her feet, and comforts her by copious embraces. But let one of my only children meet with mishap, slight or less slight, and rend heaven with his cries, and the five or six other only children go about their affairs in complete unconcern. They are lacking apparently in what the famous Viennese psychiatrist, Alfred Adler, calls "empathy," the ability to identify oneself with one's fellows. This is doubtless natural since up to the time of their entrance into a group, the whole universe has revolved completely about them. If, however, the smallest injury befalls an only child, then the shoe is on the other foot. The merest crossing of his will, or the tiniest physical hurt, and he is inconsolable. The Tompkins family up the road take their bangs and their bruises with sturdy stoicism. If Mary Jane wept just now when she fell, it was because she was really hurt. It takes a month or two of group living before an only child stops raising the roof if he scrapes his shins, or has to have a splinter removed, or drops put up his nose, or a painless disinfectant applied to an infinitesimal cut.

Only children hate to help. Ask an only child, when he first arrives, to run an errand, to help set the table, to help pick up a room, or put himself out in any way, and he is up in arms. The children were romping on the lawn one summer afternoon, and Tom's overalls became unfastened in the rear where he could not reach. I asked the child nearest him to button him up. "Why should *I* do all the work?" this little miss tartly demanded.

That same afternoon they all went swimming. As they emerged from the water, a little girl of about nine who had been watching them with great interest, started unbidden and quite automatically to help the youngsters drag off their wet suits and pull on dry clothes. There was a patient droop to her narrow shoulders, a practiced touch in her way of turning little socks or bloomers right side out. "I guess there are a lot of children in your family," I remarked. "Oh yes ma'am, there's eleven of us kids," the child replied.

Similarly the Tompkins fall to at my house and help clear up with magnificent efficiency. Patty, aged eight, has been scrubbing the kitchen floor at home ever since she could hold the scrub brush firmly enough. Edith, two years older, does the cooking and runs the four younger children most competently when her mother is away for a few days. But an only child will not lift a finger in a common cause if he can help it. He will, if he must, restore his own playthings at night, but he will fight like a steer against touching so much as a single block over the number with which he has personally played. One morning, one of the little girls accidentally spilled a box of very small beads all over the floor. To put them all back into the box was a long and arduous task. She started dutifully enough to restore them and I watched from the next room, purposely keeping hands off to watch developments. For twenty minutes the child toiled at her job and not one of her five playmates in the room made so much as a motion to help, although their play was not particularly absorbing.

ONLY children are more acquisitive, more dependent upon personal possessions than "family children." They expect to be showered with presents at every turn. Going with a newcomer to the stores is a torture to everyone, including the newcomer, who keeps up his constant plea of "buy me this, buy me that." The Tompkins children know better. There isn't enough cash in mother's purse to stretch around to nine, and nobody expects special favors. Moreover, after a child gets into the group spirit of play and common enterprise, his lust for material possessions tends to diminish. An only child makes playmates of his playthings. They are correspondingly all important to him. It is not wholly because they have been trained to suppress the "gimme's" that the children who have been longest with me walk uninterestedly through the five-and-ten-cent store. They have learned through experience that you can have more fun with a bunch of playmates than with a perishable toy.

Only children differ of course in their degree of possessiveness. Sharing toys is a new and terrible ordeal in the beginning, but not always. Tommy, aged four, upon returning from a weekend to his people with a new picture book, promptly tore it into five parts before going to bed, so that each of his playmates might share his good fortune. He was an exception, however. My own child before going to town to make a visit gathered all her choicest treasures into a bundle and took them with her to hide in a city drawer, "out of the reach of those meddlesome boys."

This action perhaps was less an unwillingness to share material possessions, for Sigrid had been doing that for years, than it may have been one of

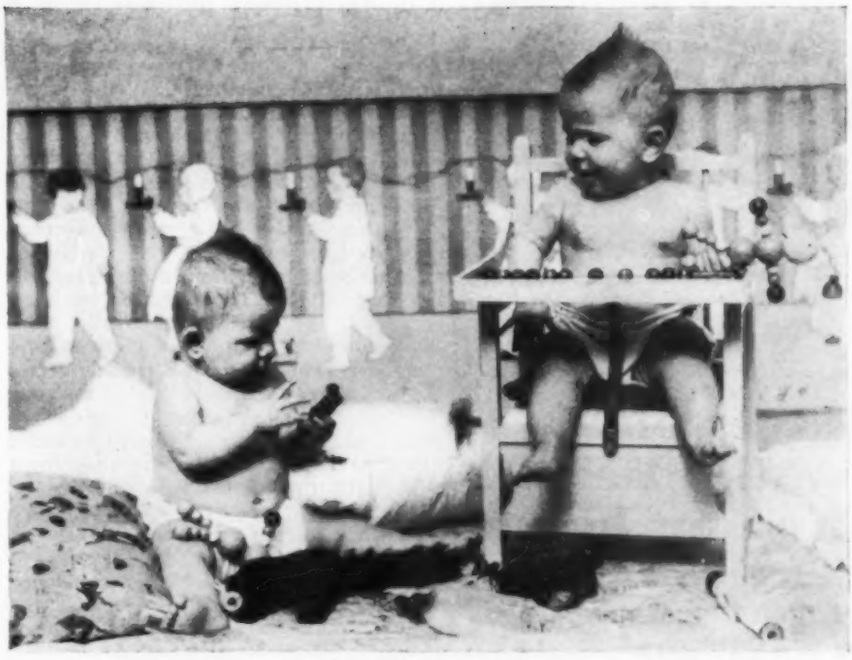
her occasional protests against those whom she considered outsiders in her home. The "onlies" play at being brothers and sisters, but in reality they are all intruders upon one another. They naturally do a good deal of bragging about *my* house, *my* skooter, *my* dog, *my* Dad, and the like. But under the desire to show off is the awareness that each child's home is his castle of refuge against these outsiders.

Conversely the only child resents his solitary status. Every parent of such a child must have been passionately importuned for a brother or a sister. In lieu of these, older relatives become correspondingly important. It was a sad day when six of my "onlies" discovered that if each married an only child when they grew up that none of their children would have any aunts or uncles!

The advantages of onliness? There are a few. The only child may get too much attention from his mother, but at least he and she have time to nourish certain spiritual values which are sometimes lost in group living. In the hurly-burly of caring for six and seven youngsters, I confess that at times I lost touch with my own child and only discovered what she was thinking and experiencing when she fell ill and had to be taken away from the group for a time.

Every child, no matter how lively and engaging his companions may be, needs a time apart each day in which he can collect his own thoughts and work out his own impulses. He needs too a certain time apart every so often with the elders of the household—a time when he can get that triumphant sense of unique indispensability so precious to all of us. "Let's walk very slowly through the town," suggested Felice when she was the nly child going on an errand with me one day, "then everybody will think I'm your little girl, and the only little girl you have."

THE only child of course takes on the color of his adult world. If the home surroundings permit, he becomes unduly precocious or bookish or literary, or he draws endlessly or dabbles about in science. Not that these occupations are not desirable, but that with an only child they tend to absorb energies which might be put to more active or more social enterprise. Modern phychologists declare that children need to live long in a child's world of their own making, that only by prolonging the period of immaturity can sound growth be ensured. Children keep each other from stiffening too soon into the stuffiness of the adult mold. I confess I never felt so hopelessly middle-aged as when Sigrid demanded that she and I play hop-scotch on the seaside boardwalk when we were away on Sigrid's health cure last spring. Children keep each other young—that no doubt is the great service they render one another. A generation of only children might acquire all the social virtues rated in Professor Fenton's scale, but they are likely, nevertheless, to be a trifle dreary.



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Is Being an Only Child a Handicap? "No"

(*Continued from page* 15)

Professors Lehman and Witty of the University of Kansas, in their recent study of the play behavior of three thousand children, report that "the only child is but slightly less social than the average child."

In our study, the greatest difference between the two groups is in self-confidence, but even there the overlapping is large. Three per cent of the only children are rated as decidedly more self-confident than other children and another twenty-four per cent as somewhat more so. Only children, as a group, are slightly more likely than other children to be aggressive, to bully, and to insist upon having their own way. In truthfulness, the difference between the groups is small, with some tendency for the only children to err on the side of over-conscientiousness in this respect. There is a slight tendency for the only children to be happier and more optimistic as a group. In modesty, the overlapping is eighty per cent, more of the only children being rated as decidedly self-assured or conceited. Only children, as a group, are slightly less obedient than others, but the overlapping here is eighty-eight per cent. In initiative there is eighty-five per cent overlapping. A few more of the only children are rated very high in originality, but also a few more are considered decidedly lacking in this trait. As for the alleged greater emotional instability among only children, Mr. Stuart of Colgate University, studying college men, found no confirmation of this opinion. My own studies of college men and women and of school children have tended toward a similar result. That is, although a few of the cases of only children receive low ratings on these traits, the large majority of them receive ratings as high as those of the other children.

ANOTHER viewpoint which has not been questioned seriously is the belief that only children are *by the very fact of being only children* predestined to be unhappy or to have unhappy childhoods. In order to get some insight into this problem, I asked a number of only children (students in college) to write anonymous reports comparing the advantages and disadvantages, as they were aware of them, of having no brothers and sisters. Again I found that the ordinary sympathy for the lonely and unhappy only child was misplaced. Some of these students were quite frank in stating their appreciation of the advantages of being only children. Of course they also realized certain disadvantages. But most of them very definitely pointed out that being an only child has many significant values. Some doubted if they would have received a college education, been able to dress as well as they liked, had opportunities for musical, artistic and other special cultural advantages, if there had been other children for their parents to support. Perhaps most interesting of all is the statement made by these children to the effect that they would not have known and enjoyed their parents as much if there had been other children in the family. So that here again the fact of being an only child does not seem to have been a serious source of unhappiness in the lives of these children. In fact, their replies suggest that very often the only child is a fortunate individual and recognizes himself to be so. The quotations which follow, taken from their own accounts, bear out this fact:

"Being an only child has been beneficial in the fact that I received more personal attention, more instruction and more correction than the average child does." "Perhaps the outstanding advantages I have derived from being an only child are: (1) Closer and more intimate association with my parents. (2) Better educational advantages and opportunities. (3) Better chance for self-expression." "When I watch other children in a family squabbling and quarreling all the time, I am very glad that I have no one to fight with. I have a very dear girl friend who has almost daily fights with her sister."

IT sometimes happens that a source of unhappiness is found in the unfavorable attitude of the world in general. Several only children complained because friends and teachers expected them to be "queer" and tried to "make them over." Among the college students there were some who told of unpleasant experiences in sorority and fraternity houses where such efforts to remake their personalities were a source of resentment and discomfort.

The essential problem of the only child is, however, not to be minimized. That so few children are actually found to be seriously handicapped morally and socially may perhaps be evidence of the awareness of this problem by parents of such children and their success in handling it. The cases of only children which do exemplify a failure of adjustment to personal or social problems illustrate the especial need which such children have for careful guidance.

This article would be incomplete without mention of a few matters of great significance in the upbringing of only children, many of which, however, apply equally well to other children. It is of the utmost importance that only children should be provided with companions of about their own age. A number of suggestions have been made in this connection. Among them are the building of playgrounds at home to attract other children, arrangements with parents which may bring other children to the home, and sending children to a nursery school or kindergarten. Only children need especial training in understanding their rights and duties in regard to other persons. For example, they should learn to respect the property of other members of the household; they should be encouraged to give away some of their toys to less fortunate children at Christmas time

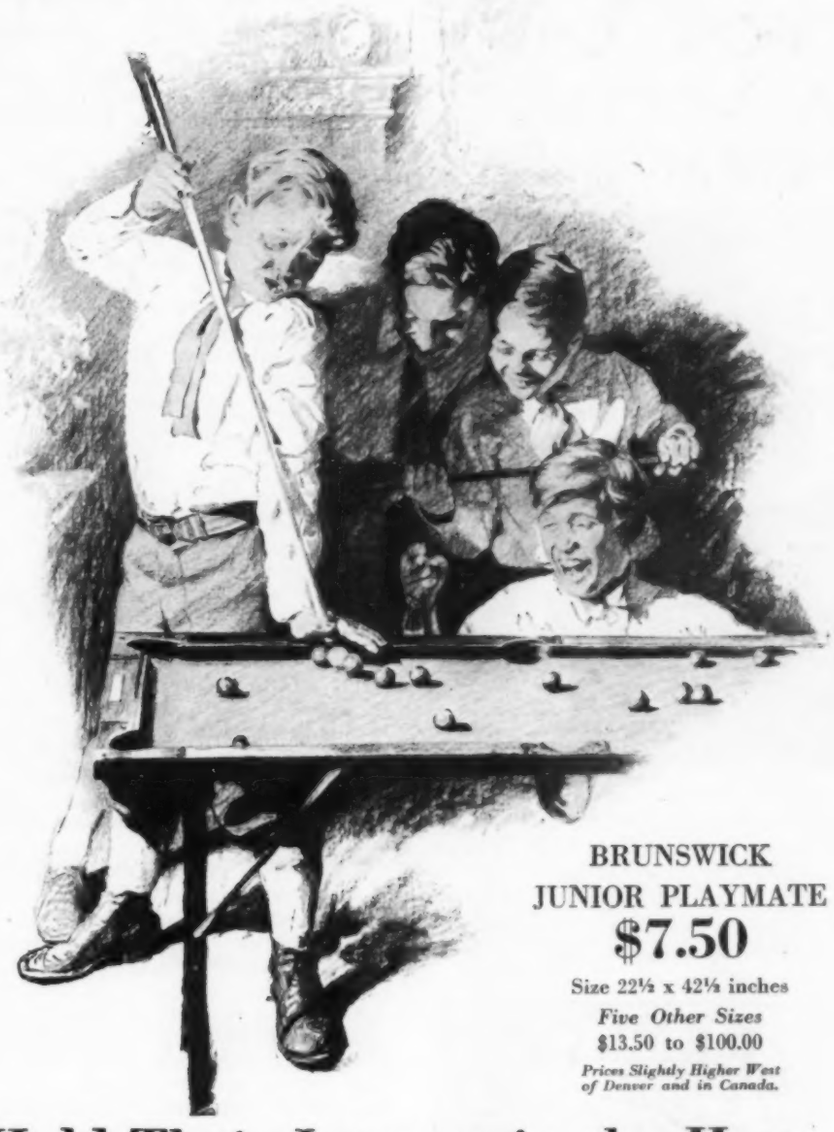
and to share them with visitors. Likewise, their own property should be respected in the household by the grown-ups. Parents should avoid stimulating in the child a too early development of adult attitudes. This is to be achieved by avoiding the tendency to discuss with the child problems (especially worries) too mature for his youthful understanding. The child should not be sheltered from contact with reality, not be left to develop incorrect notions about the difficulties of the real world in which he will later take his place. Parents should avoid pampering or overindulging the desires of the child. As a phase of this last, parents should give the child ample opportunity to work or to play by himself without interruption. Habits of attention can easily be undermined by too frequent attempts to amuse the child. The child should be allowed some initiative and self-direction. He should, for example, be encouraged to dress and to feed himself at an early age. Above all, perhaps, parents should avoid discussing the child in his presence, thereby making him unduly self-conscious.

ONE of the most important problems in mental hygiene which the school faces is the initial adjustment of the child to school life and adjustments at the times of promotion later on. This should be a serious concern of all kindergarten and primary teachers. For little children who are entering school for the first time, the change from home to school is a tremendous one. With only children or others who have had few companions of their own age previously, who have made but few adjustments to new adults, this initial adaptation to school is especially difficult. It is likely to be slower and to require more careful direction by the teacher. Teachers and parents need to be made more aware of this problem.

It is not supposed that any one study of a problem will answer all its questions in a final way. The study of only children made at Ohio University does, however, seem to point to a very significant conclusion, which is that the drawing of general conclusions from striking individual instances is a very dangerous error. So often in estimating the qualities of racial, social, and occupational types we err in displaying a tendency to form judgments of individuals in advance—before they ever have a chance to define their personalities. In the case of only children, it seems that an advance judgment along the lines of popular prejudice would be a source of grave injustice. Teachers and parents should be acquainted with this fact.

Public Opinion

"The tiniest bits of opinion, sown in the minds of children in private life, afterward issue forth to the world and become a public opinion; for nations are gathered out of nurseries and they who hold the leading strings of children may even exercise a greater power than those who hold the reins of government." —*Charles Kingsley.*



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Give Your Child the Right Start

(*Continued from page* 19)

For practice in hearing, the baby needs a number of sound-producing toys (rattles, chains and beads, sheets of crisp paper to rustle, etc.) He needs to hear music in the form of gentle crooning and singing. He early shows pleasure in hearing music from the phonograph, or from piano or other instruments. The music should be soft and gentle, and of good quality—for these first impressions are helping to form his musical taste.

Of course, the baby must not be stimulated beyond what his nervous system needs and can wholesomely endure. The child should be shielded from all violent sensations such as bright lights and loud and sudden noises, and he should be handled gently.

THE world, which is at first a vague meaningless blur to the child, becomes during the first year meaningful and significant. How meaningful and how significant depends partly on his own health and mental ability, but it depends also to an appreciable extent on the care and intelligence with which he is taught. Parents should keep always in mind the amount that the baby has before him to learn, and should help him by presenting new facts to him simply and clearly, taking great pains to avoid mystifying or confusing him. Children form associations quickly and easily; a well-trained baby is one who has formed useful and wholesome sets of associations; a spoiled child is one whose associations have developed at haphazard and without wise guidance.

This point is well illustrated by the child's eating habits. A properly trained baby learns to associate eating with certain invariable times of day, certain familiar preparations, and the sight of his own special kinds of food—*and with these alone*. The poorly trained baby associates eating with any slight discomfort or passing impulse of his own, with seeing anyone else eat, with the sight of various unsuitable foods as well as with wholesome articles of diet. Which kind of behavior your child will learn depends on whether you are consistent and firm or vacillating and inconsistent in your treatment of him. *One of the first principles in teaching a baby is to keep to a regular, systematic schedule in all the small everyday details of his care.* He will soon come to expect and understand these details and the preparations for them, and will learn to fit his own behavior to the needs of the occasion. Every baby has a right to a simple and uniform daily schedule, not only because it is better for his health, but because it helps him to understand and respond intelligently to his environment. It offers training also in the habit of good humor!

The tricks and games which a baby learns, as well as the items of daily care, should be presented in logical and instructive ways. It is better for his mental progress if these "tricks" are sensible ones. For instance, it does him more good to learn to stretch up his hands in response to the command "Raise your arms" or to clap them on hearing "Clap your hands" than it does to do these things in response to the words "How big is Baby?" or "Pat-a-cake," because in the former case he is learning real word-meanings as well as certain actions. But plays such as showing "how big is Baby" are better than none at all, since they do create associations between actions and words.

IT is as easy to teach useful tricks as merely playful ones, and the baby will find as much if not more pleasure and pride in truly significant achievements. A child can learn to respond to "Show me your tongue" or "Give that to Mother," etc., and a wise mother teaches her baby several such actions for the sake of their usefulness. Such training, moreover, encourages the baby to take pride in being helpful and cooperative, and this is a form of training which can not begin too early.

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Furnishing the Whole Family House

(*Continued from page 27*)

Chestnut is another sturdy wood which is coming into favor because of its practical qualities and it too is used in authentic copies of good designs. Hard maple, oiled and rubbed, is very practical for kitchen, breakfast nook and playroom furniture, and many good pieces of furniture are now available in unpainted woods, which may be stained or painted in colors to harmonize with other furnishings. Any finish may be safeguarded by a protective colorless varnish, which does not alter its appearance. This treatment may be given all of the furniture in the home, as it is suitable alike for use on the finest mahogany or the cheapest pine.

GOOD reproductions of old furniture and authentic copies, to the last detail, of the furniture which has survived as the best of its time, are being given more and more attention by furniture manufacturers. For example, the sturdy furniture used in provincial England in the early eighteenth century, simple Queen Anne pieces and the Tudor and Jacobean types which are dignified, durable and suited to American life, are being faithfully copied in the bur oak, which are characteristic of that period. This type of furniture was once suitable only for use in large country houses because of its massiveness, but the reproductions of this furniture are scaled to sizes suitable for use in the average American living room and dining room of the medium-sized house or apartment. This scaling of furniture to sizes appropriate for our modern rooms is a movement which is gaining ground among the designers and manufacturers of good furniture and one which is indicative of the efforts of the industry to meet the demands made by a public whose taste is rapidly improving.

Living-room furniture today is following the lines of the English club sofas and chairs, built low to the floor, deep-seated, pillow-backed, all-upholstered and low-armed, constructed for comfort and to withstand hard usage even on the part of a family of children. Scuffles and flying heels need not call forth warnings when they are staged near this furniture. Desks and tables with squarely built bases, so that they are not easily unbalanced or knocked over, should be selected in preference to the spindle-legged desk and the delicate coffee table, and plain surfaces are more practical than dust-collecting carvings.

Rugs should be room size or wall-to-wall carpeting and should be small-patterned, as these do not show every footmark and spot as plain colors do. Lamps should have heavy, well-balanced bases, so that they do not topple over when the table is jarred heavily, and only necessities in the way of accessories should be left about. The small child is always getting into trouble with knick-knacks.

The dining room should be furnished with a close, all-over design in rug or carpet, for it is inevitable that food will

be dropped from the child's plate from time to time. It is well to have the seats of the dining-room chairs upholstered in small-patterned friezes or other durable fabrics for the same reason or, better still, upholstered in one of the new waterproof fabrics, which will be discussed in the next article of this series. The furniture may be of oak, chestnut or cherry, which are preferable from the point of view of practicality to walnut and mahogany for the dining room, and it is essential to finish the dining-room table with a colorless varnish that will withstand heat and cold.

THE first years of a child's life are the formative years, and his home surroundings will determine his standards of beauty and good taste. It is his right to be given the best possible standard, for if the things he sees about him are beautiful things, colorful things, interesting and graceful things, so his conception of the world is influenced by them. Uninteresting surroundings he may learn to ignore, if they do not actually depress him. But some day he will discover, if he is a sensitive person, that lovely things do exist, and he will be a little resentful if he has been kept in ignorance of them.

The ideal home is a place where harmonious furnishings fit into harmonious backgrounds and add an intangible but nevertheless real sense of fitness and beauty, of order and graciousness that is essential to all successful living.

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Send 6 cents to Heywood-Wakefield Company, 209 Washington Street, Boston, Mass., for a copy of our new edition of "In the Life of a Baby," a helpful book for new and prospective mothers.

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There is one device, however, that almost never fails to work. And that is to offer the milk with Stone's Sanitary Straws—as though it were an ice cream soda.

Therefore, every family should keep Stone's Sanitary Straws on hand, not only for this reason, but also, because they are useful in the sickroom and for serving drinks at or between meals. The best drink tastes better through a straw. Furthermore straws prevent gulping—thereby aiding digestion. Get the handy ten cent home package from your druggist today. If he does not have it, send us the coupon and ten cents (stamps or coin) and we will send you a package postpaid.

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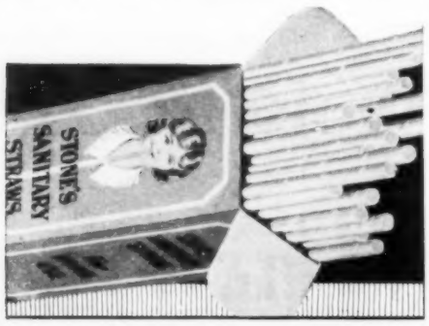

New Ways to Correct Posture

(*Continued from page 21*)

In a large majority of people, one or more muscle groups have been overtaxed with carrying more than their share of the body's weight, while others have grown flabby from not having enough to do. As a consequence we see weak backs, stoop shoulders and protruding abdomens contributing their share to ungraceful carriage. Such conditions could have been modified or eliminated entirely if the parents had only realized that the proper development of a child's back and abdominal muscles play quite as important a part in walking as his legs. When analyzed further from the standpoint of balance and transference of weight, walking is found to demand the coordination of the whole body which provides a base for nearly all subsequent graceful movements. Running, skipping and leaping with all the amplifications and ornamentations that are added later on in the study of the dance all depend upon the child's mastery of correct walking.

FIRST of all, a relaxed and flexible spine is a necessity for good walking and perfect body control.

The exercise for achieving such flexibility of the spine consists of a slow unfolding from a relaxed standing position, with the knees bent easily, hands loosely touching the floor, one foot in front of the other, toes pointed straight ahead. The body should be relaxed thoroughly, paying particular attention to the relaxation of the head, neck and arms. The base of the spine is the functioning motive. As you slowly unfold, do not lift the head with the neck muscles, but let it follow as a natural consequence of the spine straightening. Think of each vertebra unfolding separately; a "crawling" sensation should be noticed in the spine and a sense of back muscles crossing each other is also felt. This stretching of the spine separates the vertebrae from each other, allowing thicker cartilage cushions to form which act as shock absorbers and alleviate nervous irritation. When the upright posture is ultimately assumed, the correct position for standing is attained. This exercise should be practiced by the mother first, both because she will find it relaxing and beneficial and because she will then be able intelligently to direct her child.

Try this exercise very slowly at first, and after you have practiced a sufficient length of time to get a good control of the back, and feel balanced with the feet in a static position, step forward with the back foot, heel first, toes pointed straight ahead, then middle of foot and toe following as a natural lever, the weight thrown, if anywhere, to the outside of the foot, and simultaneously continue the spine exercise as before. Alternate with the other foot until you are moving in a slow walk, and as you gradually increase the rapidity of the movement, make the spine exercise smaller each time until you are moving in the tempo you would naturally adopt for everyday purposes. The idea is to get the movement of the spine so thoroughly in your consciousness that it will begin to operate automatically in the right way.

Now stop and do the exercise again in the static position, and this time notice what happens to the muscles of the diaphragm when you come up. There should be a feeling of natural "lift" to the body and a tenseness of the abdominal muscles when the upright position is reached. "Tenseness" used in this way must not be confused with "rigidity," but must be thought of in the sense of elasticity, the opposite of slackness. There must be a tenseness of the muscles in order to discharge the nervous energy with which a movement is made precise and graceful. Tenseness, in this sense, is acquired in the beginning through conscious attention to the strengthening of the abdominal muscles, and later it should result automatically when the proper connection between the mind and diaphragm is established.

After the spine movement is established, the next thing is to begin to concentrate on the movement of the feet. In the majority of cases, when the feet have not been actually abused or deformed by ill-fitting shoes, they have been imprisoned in shoes that do not permit the circulation of air and light. Consequently the feet present a weak, ill-nourished look. Too much cannot be said about maintaining the feet in a healthy condition. Our modern school of dancing, as well as specialists in natural curative methods all agree that one of the first conditions of health and beauty is that the foot should be free.

THE logic of walking with the toes pointed straight ahead is proved in all antique representations of movement, by Indians and by early tribes unspoiled by civilization who invariably walk with their feet kept parallel to each other (not turned out at an angle). They could then walk with a gliding motion, the heel so lightly touching the ground, as to be almost imperceptible, instead of pounding along in the movement so common today which gives both an ungraceful carriage and a series of jars to the spine.

Walking should be progression in a straight line with no waste motion spent either in throwing the body backward or to the side. You can prove the logic of this economy of force by first practicing the correct method with the feet parallel to each other, remembering the part the spine and diaphragm play in your progression. In this way you get the feeling of movement in a straight line. The knee is straightened and the muscles of the thigh are brought into better distribution.

Now practice with the feet turned out. There is no longer the feeling of walking in a straight line, the move-

ment being deflected to the side, twisting the knee and spine as well and, if done exaggeratedly (very slowly), the hips are twisted from side to side in a ridiculous fashion which would bring gales of laughter from anyone watching your performance. Yet that is the manner in which the great majority of people walk.

Stepping with the toe first, instead of the heel, throws the body backward even while being carried forward with each step. If this method of locomotion is practiced slowly, the resulting jerkiness of movement should furnish conclusive proof of its inconsistency with natural rhythmic laws. Children are quick to see the right and wrong way of walking when it is pointed out to them in this way.

WALKING on all fours in the "panther crawl," alternated with the walking exercise, is a valuable one for the general loosening up of the body. Children enjoy imitating animals in their practice and so do grown-ups. It puts children in a good humor and helps to remove their self-consciousness. When the position is first taken, the back leg should be stretched as far as possible in imitation of a cat. When you begin to move, carry the advancing foot and hand as far forward as you can, keeping the head and neck relaxed, and move the spine as much as possible. This exercise helps to give the feeling of carrying the body forward and is valuable for attaining unified correlation and balance.

These exercises should be practiced first with bare feet. It is a waste of time to attempt to carry out these instructions in high heels, inasmuch as they prevent the correct placement of the foot on the ground and throw the whole body out of alignment. Other exercises for achieving freedom of movement through the hips and legs should also be practiced, as these are all related to correct walking. The freedom with which a leg swings from the hips determines to a great extent the grace of a person's movement, and exercises which will bring this about should not be neglected.

Remember the importance of keeping the child's back limber, the feet free and the abdominal muscles strong if you would have him walk gracefully. When there is a tendency toward a stiff back or a slackening of the diaphragm, have him practice the spine exercise for a while and alternate it with exercises for strengthening the abdominal muscles. The "torso twist" is good for this, as it strengthens these and the back muscles and is also valuable as a "liver squeezer." It consists of standing with the hands on the hips and bending forward as far as possible, then continuing the motion of the upper body in a rotary movement; from the front to the side, then to the back, to the other side and return to the front. Make the movement continuous and do this about ten times.

Another way of improving your children's walk and posture is to have

(*Turn to next page*)

Angelo Patri says — *"The Children must be Educated"**

Angelo Patri, New York educator. Italian by birth and American by adoption, he combines the Latin love of beauty with the fundamental soundness of American ideals. His work with children and writings about them have influenced teachers, parents, and children the country over.

THE children must be educated, and father and mother have to provide for that purpose. The public schools help out until adolescence is reached, and then comes the specialized training, without which it is becoming harder and harder for beginners to enter the earning stage. That costs money, and money, in the homes where there are children, is usually scarce. What is to be done about it?

"I would say start the education fund when the first child is born. The relatives usually make the child presents on christening days and birthdays and high occasions, and gift money ought to be used in some way that is to last. Why not in the education fund? In that way the money keeps growing, and by and by it will go toward the college course and so last forever.

"But the basis of the fund must come from the family savings fund and, lately, I have noticed various insurance companies advertising schemes for saving the education fund for the children.

"That seems a fine thing. Money put in such fund is going to be there for the child even if you should die. That means the child's education is secure, no matter what becomes of you. That seems to me a wonderful idea.

"If from the beginning a child knows that there is a fund and gradually learns its meaning he will do his share of the saving, and thereby start the most valuable phase of his education, economic thinking. That sort of child helps himself through the last years of his schooling and makes them doubly fruitful.

"Every year that a child spends in school adds proportionately to his earning capacity. The college-trained worker commands thousands of dollars more than the untrained one, and his earning and growing period lasts much longer. It is that longer and richer life you give the child when you establish his education fund.

"I feel like the salesman who says: Ladies and gentlemen, I heartily recommend this article. No household should be without it."

—ANGELO PATRI.

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4 POLICEMEN

to keep your child healthy

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Think of the vitamins as policemen who guard your children's bodies against lurking infections. All four are necessary for normal growth and development. Rickets, scurvy, loss of appetite, and that treacherous enemy, the common cold . . . these are a few of the results of vitamin deficiency.

Doctors have long sought a food-combination which contained the four vitamins. Today, thanks to the laboratory tests of a leading biological chemist, they know that Maltine With Cod Liver Oil—added to orange juice in adequate dosage—*provides a sufficient quantity of all four vitamins to promote health. All four* are necessary!

Seventy per cent of this product is a concentrated extract of the nourishing elements of malted barley, wheat and oats (rich in Vitamin B). Thirty per cent is pure vitamin-tested cod liver oil (rich in Vitamins A and D). When "Maltine With Cod Liver Oil" is taken in orange juice (Vitamin C), all four vitamins are obtained. This combination is easily administered and readily digested. It is much more palatable than plain cod liver oil. It gives more than cod liver oil protection, for it contains the other vitamins which every child needs. Keep a bottle in the kitchen cabinet, and give it to your children daily.

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C "OFFICER C" *prevents scurvy. Orange juice is everywhere recognized as very rich in Vitamin C. That's why we recommend this policeman.*

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Maltine

WITH COD LIVER OIL

Accepted by the Council on Pharmacy and Chemistry of the American Medical Association

New Ways to Correct Posture

(*Continued from page* 51)

them carry books or packages on their heads. The position which the body must assume in order to prevent the articles from falling to the floor is a good one to follow during the times when they are not practicing. After they have become proficient at this, have them try to balance pans of water on their heads. This is a real achievement, but is most safely practiced out of doors in bathing suits! Children enjoy doing such things when they are presented to them as games, and the practice they get in erect posture and balanced walking unconsciously operates when they stop playing and go about their daily activities.

Lengthening the stride and rising on the toes at each step will also help to give a more coordinated carriage, besides strengthening the feet and legs. Also remember to keep the body lifted out of the hips in a condition of "stretch" (not rigidity) a feeling which is experienced after strength is acquired in the abdominal muscles. When this occurs, there will be a realization of equal distribution of weight and instead of the feet and legs seeming to be burdened with the body's weight, there is a drawing up of the body and a counter stretch of the legs downward which make one feel as if his feet hardly touched the ground. The mere act of lifting the chest and diaphragm will give a child a sense of confidence and will help to displace a feeling of inferiority or weakness. The frequent stoop-shouldered, slouchy carriage, and shuffling walk are bound to have a bad mental as well as physical effect on the person who persists in them. Hence, the importance of a bodily poise which will react favorably on the child's personality.

Treasure Trove

What is this you are bringing,
Walking so carefully, so secretly smiling?
Holding it so firmly,
Wrapped so snugly in a bundle,
Laid so tenderly in that basket.

Shall I have three guesses,
Pretend not to know,
Finger and feel? Make believe to peep?

Such a feather to lift,
Such a soft handful of down.
Could it be a bird, I wonder;
Could it be a wild pigeon?

This morsel of warmth,
This beating pulse,
This fragment of life—
What a scrap to bear so proudly,
So merrily, exultingly!

Is it mine, is it yours?
Shall we own it together?
Will it like us, do you think?
Such a wild thing as a pigeon?
Suppose it should not like us
And fly out from this basket?

—*Helen Hoyt*

The Rearing of a King

(*Continued from page 29*)

mother by the Patriarch Miron, head of the Rumanian Greek Orthodox Church, in the private chapel of his residence. Nobody else knows anything about it. We shall stand right outside the Patriarch's house and you will get as good a glimpse of the king as you could possibly wish."

Outside the Patriarch's house there was nobody but a squad of four soldiers, several policemen and some detectives. A few minutes after our arrival the soldiers and policemen came to attention and a big automobile bearing the Rumanian royal colors rolled up.

In it, sure enough, was Mihai I, King of Rumania. Beside him sat his beautiful mother. The king wore a suit of light blue; he was hatless; his thick hair, blown about by the swift drive from the palace, lay all tousled on his little royal head. His mother wore black, for she was still in mourning for King Ferdinand, who had died shortly before.

The venerable Patriarch Miron, in ecclesiastical robes, came to the doorway. Mihai, alighting from the car, kissed his hand; so did the Princess Mother. Then all three disappeared within the Patriarch's house.

In about twenty minutes the soldiers lined up again. A score or so of other persons, who had noticed the royal carriage, decided to hang around and see what was doing. Presently the little king emerged from the house with his mother, followed by the Patriarch.

Clambering into the automobile, Mihai devoted his attention to those of his subjects who had collected at sight of the royal car—especially to a group of girls who stood eyeing him adoringly. Then he and his mother bade good-by to the Patriarch and sped away toward the royal palace, without any pomp or fuss.

The simplicity attending little King Mihai's visit to the royal chapel of the Patriarch Miron is characteristic of the way in which his mother insists that her little royal son shall be reared.

PRINCESS HELENE comes of a royal family which has always made a cult of discipline among its children. Her grandfather, King George of Greece, was a stern disciplinarian. He used to say: "Outside my palace nothing counts but the Greek Constitution; inside, nothing counts but myself." And he brought up his children to obey his paternal wishes. The Princess Mother's father, King Constantine of Greece—he who got at loggerheads with the Allies during the war—also believed in a strict upbringing, though, in his case, kindness of heart often tempered his severity. And Princess Helene's mother, Queen Sophie, sister of ex-Kaiser Wilhelm Hohenzollern, doubtless added a touch of Prussian severity to her daughter's education.

But, strict as Princess Helene is with little Mihai—who is bubbling over with vitality and inclined to be obstreperous—she is doing her very best to let him have his fling as a boy. When he is at the seashore he splashes about in the water every day. When he visits Sinaia, that charming town in the mountains where Rumania's summer court is held, he rides and walks and enjoys to the full the good mountain air. Even in Bucharest, when the boy king is living at the Palais de la Chaussée, he does plenty of riding and playing about the palace grounds; and, for times when the weather is bad, he has a huge playroom, filled with all sorts of toys, in which he takes unending delight. It is on record that the American Minister to Rumania, when paying a state call at the palace, has more than once got down on his knees to play with the little king's fine set of blocks or have explained to him the newest royal toy locomotive.

BEFORE Mihai was king, when he was only the little son of the Rumanian Heir-Apparent, his mother used to let him go out more and play more with other children than he does now.

Among his playmates were the two charming little daughters of the American Minister. The king's English nurse, Miss St. John, used to call up the American Legation on the telephone and ask whether the little prince might come around. And then Mihai would appear for a good romp. He is nothing if not lively—in fact, one of the things which is endearing him to the Rumanians is his overflowing boyish vitality. Instead of being, like many children of royal parentage, anemic and listless, he is a decidedly "up and coming" youngster. His mother and Miss St. John often have a hard time keeping him within bounds.

Once, when a solemn delegation visited the palace, King Mihai became much interested in the derby hat of one of the delegates. While he was examining it attentively, the delegate facetiously remarked:

"That's a football. Why don't you kick it?"

The next instant it was being kicked all over the room by the little king. What it looked like when it was finally rescued from his vigorous toes may easily be imagined! But the delegate proved himself a philosopher. As he stood brushing the dust off his battered headgear, trying to restore it to something resembling a derby in appearance, he said:

"I shall treasure that hat to the end of my days. I shall hand it down to descendants. Who else can boast that a king used his hat for a football?"

Recently an elevator was installed at the Palais de la Chaussée, to the great delight of King Mihai. He spent much of his time riding up and down in it,

(*Turn to next page*)

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Fall Comfort for boys and girls

WHILE Nazareth undergarments retain the old-fashioned comfort which only knitted fabrics can give, Nazareth styles are thoroughly modern. Necks, sleeves and legs are cut to harmonize with junior styles in outer apparel.

Under the Nazareth label, famous for over forty years you can get a variety of underwear styles for infants, boys and girls; all moderately priced.

Consider Nazareth underwear from any angle — health, comfort, service, value and you will find that Nazareth measures up to your idea of what good underwear should be.

Look for the Nazareth label when you buy. If your retailer cannot supply you, write for the Nazareth catalog, mention your dealer's name and we will see that you are supplied.

Style Y/KD for Boys

Heavyweight waist suit; cream tinted; part wool, rayon stripe; fleeced fabric; Dutch neck, short sleeves, knee length, pin tubes, pearl buttons, collarette neck, drop seat.

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A Creation That Throws An Entirely New Light On Bathing Your Baby

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Largely on doctors' advice, mothers are flocking to its use. It throws an entirely new light on the correction of soap irritation to the delicate skin conditions of infancy.

Just mail the coupon below. A liberal size cake will be sent you free. Also a decidedly helpful booklet on "How Best to Bathe Baby."

Developed to Overcome a Grave Injustice

It comes from a soap laboratory of international importance. Its name is Stork Soap. It is one of the few soaps in the world that is made from pure virgin olive and vegetable oils, then super-fatted—and that is CERTIFIED as such. Thus it is gentle beyond words.

It was developed largely on the request of doctors to protect mothers from a grave injustice practiced in calling alkaline soaps "non-irritating" and "safe". *For soaps were called gentle that were not;* harsh soaps, caustic soaps, soaps irritant to baby skins.

Mothers thus were at a loss as to which soaps were safe for their babies and which were not. All looked alike, smelled alike, *seemed* alike. Some were good, some were not. Mothers had no way of knowing.

To meet that situation this CERTIFIED Baby Soap was developed—and the brand name of Stork given it—so that mothers could be protected in their buying.

Soon it became the leading Baby Soap of the world. *Virtually every noted baby doctor in America endorses it.* Leading hospitals employ it. Great baby experts urge its use to the *exclusion* of all other soaps. It comes in individually single cakes—easy to use.

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To place it now in the hands of every mother, a liberal size cake will be sent postpaid to try. Just mail the coupon. Clip it now before you forget. Don't deny your baby the finest science knows.

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The Rearing of a King

(*Continued from page* 53)

plying the attendant in charge with an unceasing fire of questions about the mysterious mechanism which propelled it. Much to his disgust, he was torn away from his new toy in order to allow another visiting delegation to pay its respects to him. Throughout the ceremony he was obviously impatient and bored. At last he walked over to one of the Rumanian Cabinet Ministers—a favorite playmate of his—got hold of that high official's ear, pulled the man's head down so that it was close to his mouth, and asked—in a perfectly audible whisper:

"When all these people go, will you run me up and down in the elevator?"

It is small wonder that Princess Helene wants to keep little Mihai a regular boy just as long as she possibly can, to spare him until the very last moment from the worries of kingship. What she has learned about monarchs from observing the experiences of those in her own family is hardly calculated to fill her with enthusiasm at the thought of having her small son enrolled among the crowned heads of Europe.

THROUGH her grandparents on her father's side, King George of Greece and his wife, she is related to Nicholas, last Czar of Russia, who, with his wife and son and four daughters, was murdered by the Bolsheviki. Her grandfather, King George of Greece, was assassinated at Saloniki at the close of the Balkan War which preceded the World War. Her father, King Constantine, was twice deposed during her lifetime, and finally died, a broken exile, far from the land over which he had ruled. Her uncle, Wilhelm Hohenzollern, was suddenly tumbled from the height of German imperial pomp and relegated to the humble sphere of a country squire in Holland. And, finally, Princess Helene has seen her husband, Crown Prince Carol of Rumania, shorn of his right of succession to the Rumanian throne, exiled to Paris, not daring to return to his native land even for the funeral of King Ferdinand, his father. Carol's ignominy has kept Princess Helene from being a reigning queen, for which—in view of what has happened to other reigning sovereigns among her kinsfolk—she may well be grateful; but it has also suddenly made her little son King of Rumania, for which the Princess Mother may possibly feel regret in the privacy of her own thoughts, during those moments when she is less a princess than a mother.

Anyhow, whether she is glad or not that her small son is a king, she is letting him be a boy as long as possible and seeking to inculcate in him principles of simple living and self-discipline which she believes will make him a good ruler, if he is indeed called upon to rule over Rumania. And thereby she is endearing both her son and herself to the Rumanian nation.

Correcting Behavior Problems through Play

(*Continued from page* 16)

pull toys, kiddie-kar, bean-bag, or bowling games for the younger child; and gymnasium equipment, sled, coaster wagon, roller skates, scooter, sidewalk bike, baseball, football, croquet, dart throwing and similar games for the older child. If a child grows up without throwing or catching a ball, his hands will always be awkward in such movements. As a rule one is more sensitive in regard to inferior motor abilities than in regard to inferior intellectual ability. A child's world is made up of objects with which one does something, and lack of ability to manipulate them as skilfully as others is quite obvious. Realizing an inferiority in motor adjustment, the child may become content to watch others play. Such a feeling of physical inferiority may be offset by putting a child with a group of equals or even at the beginning with a group of playmates slightly inferior to him in motor ability. Also, one can create opportunities for the child to assume an important position in the group. For example, let him furnish the toy with which the group wants to play, so that they look to him to provide it.

INITIATIVE starts in imitation—doing what Daddy or Mother does. If a child is with grown-ups too much, initiative will not go much further than just imitation. Hence the need of his own play space and toys. Then, imitating the behavior of others, he will create action in his toys. Out of this will grow the creative side of behavior, in which the child will do that which he mentally plans. If such play is curbed by circumstances or lack of stimulating toys adapted for such use, creativeness may not develop. Thus the child who has not been given an opportunity to make things by using his own tools may always be dependent on others to do such things for him. It is well to encourage building play—from the simple piling up of large blocks by the little child to the making of quite complicated projects with steel engineering sets and good tools. Between these two extremes is a wide selection of materials of gradually increasing difficulty, including such sets as building lumber, stone blocks, miniature logs, and other construction toys. Creativeness sometimes begins in sand play. It may later find its chief expression in clay or wax modeling or paper constructions (scrap-book, paper doll clothes, flowers). Or a child may be more interested in creation through verbal composition, using blackboard, printing outfit, or typewriter. Paint and crayon outfits, mosaics, sewing and cooking materials, chemistry sets, etc., all help in developing independent creativeness.

THE AWKWARD CHILD. Many parents are faced with the problem of an awkward child. Such a boy or girl lacks motor control and skill. The two major periods of awkwardness are in infancy, when motor habits are being formed, and in adolescence, when, because of the rapidity of growth muscle co-ordination does not keep pace with changes in height, weight, and internal adjustments.

Individuals differ innately in their capacity for motor development. It is well recognized that children differ in mental capacity and that some develop further and at a more rapid rate than the average, while others show retardation. The same principle holds in regard to motor growth. A child may be awkward because his muscle development has not kept pace with his chronological growth. If he has increased in size without showing a corresponding increase in muscular control, his movements will be awkward.

In other cases, even when there has been high potential capacity, the environment may have failed to furnish the stimuli for muscle growth. If muscles are not used, habits of behavior and skill in movement cannot be obtained. How can one learn to throw a ball other than through throwing? How can one learn to skate other than through skating, or to dance except by dancing?

TO overcome awkwardness it is necessary to consider the stage of motor development of the child, to recognize which muscle habits are especially retarded, and to provide toys and opportunities for play that will lead to the desired development. If the muscle toys of the child are ill adapted to his stage of development, failure or bad habits may result from their use. Failure may result from attempting to play with a motor toy that is too difficult—for which the muscles are not yet adapted. Such failures are bound to inculcate the feeling of inability to do, and will perhaps result in physical inactivity. Change in muscle toys to conform with change in muscle growth is important. Introduction of a variety of motor toys is necessary if the development is not to be one-sided. Also, one must consider the order of development—from larger to more minute muscles. It is a mistake to give a child small blocks with which to play before he has learned to handle larger ones. In leg exercisers perhaps a good sequence is: kiddie-kar, velocipede, scooter (being careful to see that each foot is used in turn for pushing), sidewalk bicycle. To develop the muscles used in throwing, one might begin with the aimless throwing of a ball. Through such games as tenpins or bean-bag control of aim begins to manifest itself and is later utilized in throwing a ball to someone farther and farther away. Through continued practice may come the well-aimed and well-controlled throw of the skilled baseball pitcher.

The awkwardness of adolescence is only temporary and is not to be taken as an index of lack of co-ordination. However, to the degree that one has already developed muscular co-ordination, the degree of awkwardness will be less at this period. Most forms of motor skill should be developed by this time.

THE CARELESS CHILD. Carelessness

(*Turn to next page*)

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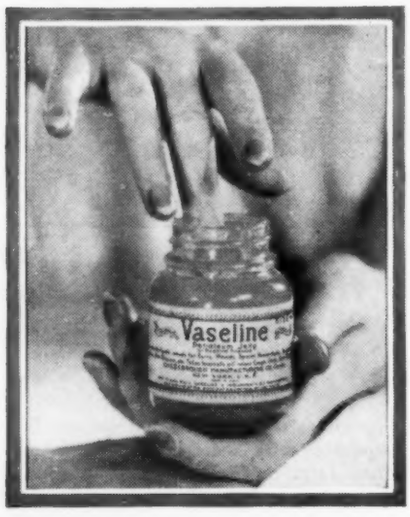

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Correcting Behavior Problems through Play

(*Continued from page* 55)

is not so much a habit as the absence of habit. A child must learn to be careful with things and to keep them orderly just as he must learn to keep himself clean and to dress himself. Children are very apt to handle playthings roughly so that they break. Many parents take the attitude that the breaking of toys must be expected, and so they buy cheaper ones—to be broken. If a child scatters his toys all over the house and mother picks them up, he will continue to leave toys wherever he happens to be when he is through with them. It is more natural for him to do this than to put them away. However, the habit of orderliness can be taught, and, like all habits, will be most successfully acquired in the early years of the child's life. From the beginning the putting away of toys should be taught as a part of his play. The little child finds as much fun in putting his toys back in their box as he does in pulling them out.

FURTHERMORE, since toys are the main possessions of a child, one can also make an appeal to pride in ownership. The child will want his possessions to be as attractive and well cared for as those of other people. With two or more children in the family, each one can be taught to look after his own things. Out of this will grow appreciation for the property rights of others and care for things that belong to them. In this connection it will be recognized that it would be poor judgment to give a child playthings that will break easily.

A child may also be careless because of an inadequate place for keeping toys. He should be provided with ample space for his possessions. The best plan is to have a cupboard or box or shelves divided into compartments for particular things. In this way the habit of orderliness can be developed. When the child becomes a little older a live pet will help to develop in him a sense of responsibility which will combat carelessness. If a cat, dog or rabbit is dependent on him for food and care his young master will respond to that need, though it should always be remembered that the routine care of animals can never be entirely entrusted to the child under ten.

THE TOMBOY OR SISSY. Traditionally people have characterized certain activities as girls' activities and others as boys' activities. These differences are determined by social standards which depend upon the home and community. They change from one generation to another as customs and fashions change. Grown-ups are apt to be quite amused or even disturbed by the boy who manifests socially attributed feminine characteristics. Perhaps it is more nearly normal for a girl to become boyish than for a boy to become girlish in interests, since active play is considered boyish, though it is natural for all children to be active. But the girl who is unusually active and prefers running, ball-playing, etc., to playing with dolls and other quiet games is frequently called a tomboy. Likewise the boy who does not care to compete in the active games of boys but prefers playing quieter games with girls is apt to be called a sissy.

As bases for these deviations one must consider hereditary and acquired factors. Urges towards activity are natively rooted. When these urges are especially strong in the girl, she may become over-active and so be considered a tomboy. In her over-activity she develops strength and skill superior to that of girls of her age and of a degree to make it possible and more interesting to compete with boys. Thus her play interests are determined by her ability. If the native urges toward activity are weak in a boy, he in this respect will tend to approximate the average physical status of girls of his age rather than of boys. Since he cannot compete with boys of his own age, he may seek the companionship of girls who are engaging in more quiet play. It should also be recognized that some children are naturally more mentally inclined and others more motorly inclined, and this influences the direction of play interests in either boy or girl.

Perhaps, however, the deviations that make the tomboy or sissy are more often acquired through direct imitation or because of the strong influence of another person. A girl may have several older brothers or most of the children in the neighborhood may be boys. A boy may find it necessary to play with girls most of the time, or he may be prevented by an unduly anxious parent from taking part in the play of boys for fear he will get hurt.

THE central aim in play should be more towards one standard for both boys and girls and toward all-round development for both. A child's play group should include both boys and girls. Girls need active play and boys need more quiet play at times. Boys and girls will engage in the same games with perhaps one exception—in dramatic play where girls imitate housekeeping activities and boys imitate distinctly male occupations. This emphasizes the need of developing a variety of play interests by the introduction of a variety of toys so that boys and girls can play together harmoniously and each get the different kinds of development to be obtained in play. To the degree that is done, tomboyishness and sissiness will be reduced. Wholesome activities in which boys and girls may compete include roller skating, sliding downhill, tenpins, croquet, golf games, quoits, archery—as well as quieter games of all kinds. There is no reason why tools and other building toys should not be considered suitable for girls. A girl needs this sort of training as much as a boy.

To offset the tendency of the frail boy towards too quiet play that makes him unpopular with boys and unable to compete with them, the special aim should be toward the development of physical strength through play with appropriate motor toys. Here gymnastic

equipment, such as punching balls, ladders to climb, bars for various kinds of exercises, are exceedingly helpful. Boxing will prove fascinating and help the boy to compete with others. When he is unable to attain the strength of boys of his age, play with boys of the same degree of muscular development will help to maintain an interest in more boyish pursuits.

THE BOSSY CHILD. Self-confidence is a most desirable trait and should be encouraged. But when a child becomes "bossy" he oversteps the bounds of self-confidence. Society does not approve of this, and the individual develops best as a member of a social group when he learns to sympathize with and respect the ideas and wishes of the other members of the group. This does not imply that we should work too much towards leveling within the group. The aim should be for positive deviation from the group level rather than for the average. But self-confidence should not be developed to such a degree that a child becomes domineering.

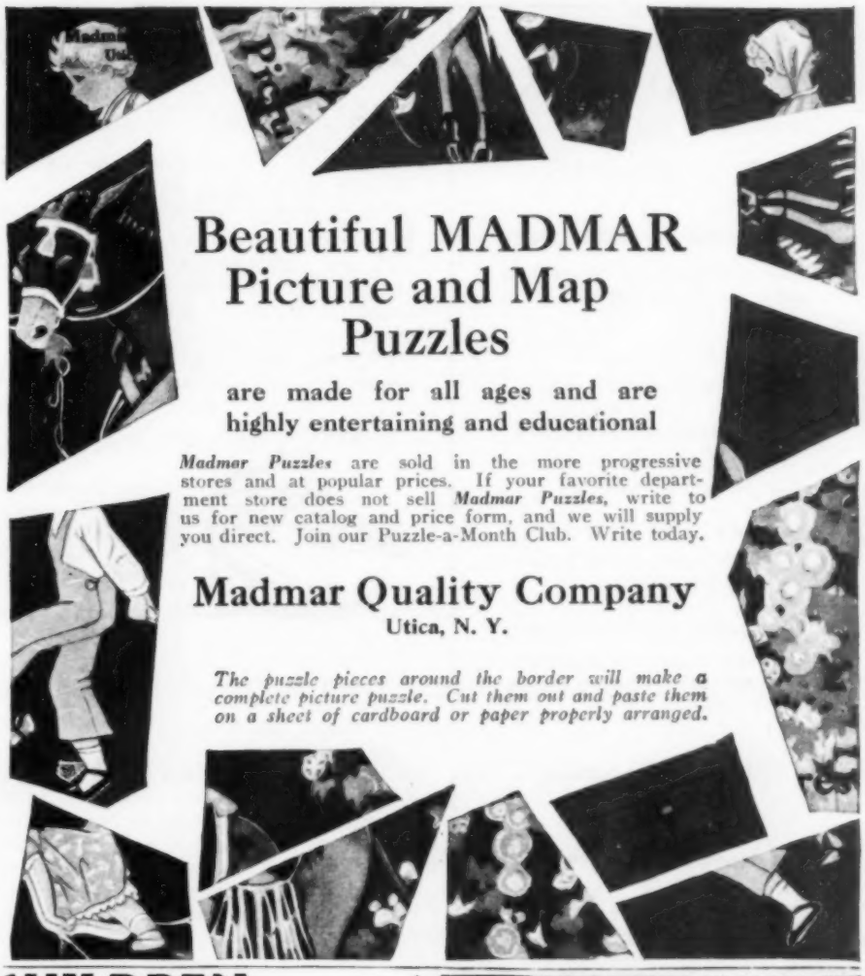
Bossiness may be due to superior physical strength and ability, superior possessions, superior advantages or training, or to the fact that all his desires have been gratified by adoring grown-ups. It is rooted in awareness of superiority of some sort. Sometimes a feeling of inferiority in one respect may be compensated for by assumption of dominance in another.

TO remedy excessive aggressiveness, care must be taken not to crush initiative, but to redirect the leadership qualities along more socially adaptable lines. Physical prowess is not to be curbed, but the wrong use of it should be checked. An unpleasant result following the assumption of leadership because of size or strength will make a child realize that his superability is losing for him the very thing he likes—commanding others. Playing group games where there is no outstanding position but where team play is required will help to overcome bossiness. Football, baseball and volley ball are well adapted for this purpose. Even in games like tiddledywinks, parchesi, croquet, playing with a partner against another couple helps a child to forget himself somewhat in working for his side.

When a child has acquired the habit of domineering, due to excess satisfaction of his desires, make him realize that things come through effort. Let him obtain through his own efforts some of the things he particularly wants. Encourage his making the toy he wants instead of buying it for him or have him save to buy it himself.

The child who has more or better toys than other children in his group should early be taught to share them, but it is best if he does not too greatly surpass the neighborhood standard in the possesion of toys, clothes, or spending money. In these matters parents should respect the group average.

An article telling how emotional problems may be successfully met through play will be published in an early issue of THE PARENTS' MAGAZINE.



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Books for Boys and Girls

By ALICE DALGLIESH
Teacher of Story Telling for Children, Teachers College, Columbia University

CHILDREN will find delightful friends in the new books which are just coming from the publishers. Because they cannot be introduced adequately in a brief review we picture some of them here so that they may bring with them some of their personality and charm.

"I am Jocko the monk. I make my bow to you. I wave my tail and I screech."

A MONKEY TALE, by Hamilton Williamson. *Doubleday, Doran.* $.75.

A slight but amusing picture-story. The pictures of Jocko are irresistible and he is sure to make many friends. Those of us who have struggled with the questions concerning birth asked by a four or five-year-old will wish that Jocko's arrival in the jungle could be treated in a less flippant manner! This, however, is a minor detail. (Age 4-6.)

"Fatma was a goose, an Arab goose, and she lived in the Holy City of far-away Tunisia."

FATMA WAS A GOOSE, by Dahris Butterworth Martin. *Doubleday, Doran.* $2.00.

Interesting and different tales of Fatma, of Sidi Camel and others. Occasionally there is almost too much atmosphere and too little story. (Age 7-11.)

Kasperle was a doll carved from wood and no more comical or more jovial doll could be found. . . . Children just have to laugh when they see a Kasperle.

KASPERLE'S ADVENTURES, by Josephine Siebe, translated by Florence Geiser. *Macmillan.* $3.50.

A thoroughly hilarious book. Children will enjoy the adventures of this German marionette as much as they enjoy those of the Italian Pinnochio. (Age 7-12.)

"All these surprising things which, together, are called Punch; that grotesque figure, the two colored humps, the startling chin, the voice so hoarse and so charming."

THE STORY OF MR. PUNCH, by Octave Feuillet. *Dutton.* $2.50. Translated by J. Harris Gable.

The amusing adventures of the famous Mr. Punch before he became the leading character in the Punch and Judy show. (Age 8-11.)

TIGERS AND THINGS, by Andy Kauffman and his little sister. *Macmillan.* $2.00.

Delightful animal pictures painted by Andy and his sister who are real children and live in Geneva. We are quite sure that other children will love the crude, childlike pictures. The verses accompanying the pictures were made by Andy's mother and they are as childlike and funny as the pictures.

"I like to look at *black* bears,
I like to look at *white*,
But give me friendly *brown* bears.
Nice, rolly, tumble-down bears,
Fat, funny-as-a-clown bears,
And yet polite." (Age 4-6.)

Jonathan Joseph was tall and blond. Frederick Philip was short and fat and had black hair.

TWO BROTHERS AND THEIR ANIMAL FRIENDS, by Lois Lenski. *Stokes.* $1.50.

An absurd story which comes very close to the story and pictures we find in newspaper "funnies" and which youngsters will welcome for that reason. It omits the objectionable features of the comic supplement. (5-7.)

ADVENTURES OF THREE LITTLE PIGS, by Louis Moe. Translated by Anna C. Reque and made into verse by F. E. Hill. *Longmans, Green.* $1.50.

"Out in the barnyard near the sty
Over a steaming tub,
Old Mother Pig was washing. My!
Such clothes and clothes to scrub."

An entertaining story in verse which deals with the adventures of three naughty little pigs. (Age 5-7.)

(*Turn to next page*)

I WANT A BOOK, by Bernice Pittala. *Harpers.* $2.00.

A big book of simple rhymes and stories. There is a good deal of nonsense and everyone knows that a five or six-year-old loves nonsense. (5-7.)

THE ZOO BOOK, by Jimmy Garthwaite. *Harpers.* $1.50.

Brightly colored amusing pictures of animals. This book will probably appeal particularly to children of six or seven for the initial letters of the verses spell the names of the animals described. (Age 5-8.)

PELLE'S NEW CLOTHES, by Elsa Beskow. *Harpers.* $1.25.

A translation from the Swedish of a favorite and charming picture book. The story and pictures tell of the making of Pelle's suit from the time it was wool on the sheep's back to the finished product. (Age 5-7.)

A FOREST STORY, by Josef Kozisek. Translated by Raf. D. Szalatnay. *Macmillan.* $3.50.

A brilliant picture book from Czecho-Slovakia. This is an unusual book, one of those we think children will like but we are not sure until it has been tried out. Hedgehog, Mouse, Frog and other little forest creatures are driven into an overturned water jug by a storm. Here they pass the time by making up plays, the stories of which are told in the book. (Age 6-10.)

THE MAGIC TRAIL, by Grace Moon. *Doubleday, Doran.* $2.00.

A very readable story about a Pueblo Indian boy who goes on "the magic trail" to search for his missing father. (Age 8-12.)

LEGENDS OF THE SEVEN SEAS, by Margaret Evans Price. *Harpers.* $2.50.

In this book the author-artist has gathered together legends of the sea from many countries. The stories include Sinbad the Sailor, the Fisherman and the Genie, as well as others not so well known. (Age 8-12.)

THROUGH THE LOOKING GLASS, by Lewis Carroll. *Lippincott.* $1.50.

Good-sized print, attractive illustrations make this old favorite one that all children will welcome as an addition to "The Stories All Children Love Series." (Age 7-12.)

For Older Boys and Girls

THE CHIEF OF THE HERD, by Dhan Gopal Mukerji. *Dutton.* $2.50.

"Though Sirdar was one of the young elephants, without any hesitation the herd made him their chief." Dhan Gopal Mukerji is well known for his stories of the Indian jungle and he continues them in this life story of Sirdar the elephant. The book is most attractive in format. (Age 10 and over.)

A DAUGHTER OF THE SEINE, by Jeanette Eaton. The Life of Madame Roland. *Harpers.* $2.50.

One of the tests of a book for older boys and girls is its ability to hold the interest of adults. This book measures up to the standard. It gives a vivid picture not only of the life of Madame Roland but of Paris during the Revolution. (Age 12 and over.)

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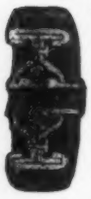

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HOME MOVIES

By Louis M. Bailey
Amateur Cinema League, Inc.

Selection of Programs

THE most satisfactory home movie program of rental or sale films is secured when the three factors, age of audience, interests of audience and the season of the year are the basic guides for its selection.

These three things should be carefully weighed by the home movie parent who is planning an evening around the amateur projector and who wishes to supplement or vary his own films with those from home movie libraries. If the audience is to be all children, except the projectionist, one type of program will be advisable and, by the way, there is an enormous store of films available which have been prepared especially for the pleasure of children. Should the guests expected be older children or young people, there will be a different taste which must be considered. Again, adults will be most effectively entertained by another kind of film fare. A mixed audience of various age groups will call for a compromise, something to please each group.

NOR should the season as a factor be overlooked. In hot summer weather a "light" program is welcomed, whereas in winter heavier drama seems appropriate. And snow films in summer are cooling, whereas tropical films in winter seem to bring back summer warmth. Length of program is another important factor in its success. A recent survey of home projectionists indicated that from one hour to one hour and a half was the ideal length. If little folks are to be kept from weariness the program must be shortened accordingly. In any event it is well to remember that the secret of good showmanship is to leave the audience wanting more, rather than tiring it with too much.

Children prefer wholesome comedy or films in lighter vein and short subjects, rather than long features. Older children and young people are interested in pictures with a great deal of action. Adults, on the other hand, lean towards more mature subjects. However, the element of variety should not be forgotten and a program will frequently be more delightful for the inclusion of a news reel, an animated cartoon, a scenic, some short novelty film or a combination of these.

And again just a word concerning the simple method of obtaining such library films. They may either be rented or purchased from photographic dealers who carry home movie equipment, and these are located in every part of the country. If there is not a library in your city you can secure films by mail from one nearby. This department will gladly advise readers of such sources of supply.

Noiseless Housekeeping

(*Continued from page* 30)

up-to-date kitchen. Sometimes a table that has been in service for years catches the urge of the age to be up and going, so casters are placed on the legs. I have found small wheels with rubber tires, such as those on tea-wagons, to be quieter and more agile than casters. Moreover, they never go wrong and scratch the floors. Tiny rubber pads for chair legs make their promenades quiet, which is a factor worthy of note in a household where there are little children.

A few years ago pots and pans were stored in dark cupboards. Searching for these and their lids was not a calm, soundless performance. Nowadays, utensils are hung on the wall within convenient reach. Then there is a kitchen cabinet so constructed that by touching a lever the lower shelves bearing a goodly assortment of utensils come out into the room in full view.

Linoleum laid over felt is noise absorbing. It also has enough give in it to make for foot comfort. One reason I like linoleum table-tops is that they aid in making food preparation quiet.

SQUEAKS never are pleasing. Why should they be? They are a cry for help, a warning that something has gone wrong. Perhaps they are a plea for oil. All household appliances need lubrication, and the faithfulness with which this is supplied determines to no small extent how many years of service the mechanism gives. The best way to know how frequently to oil a machine is to consult the instructions which are prepared by the manufacturer and given to the purchaser of the device.

All motors have a hum, a natural tune they sing as they work. The woman who associates constantly with these mechanical aids, such as the vacuum cleaner, electrical refrigerator and the washing machine, soon becomes familiar with this music, and the instant it changes she knows that something is wrong. The prudent action, when trouble is detected, is to send for the service man. Frequently he can prevent complicated repairs by a little mending early in the game.

Hinges have a habit of becoming thirsty for oil. They plead for oil, and unless their thirst is relieved, they cause considerable nerve strain.

Slams, first cousins of squeaks, are annoying. They are practically always unnecessary. Children learn to close doors gently as easily as to slam them, and it is the abrupt noise, such as the slam, that awakens the sleeping baby. On the market today are many attractive door porters. These are as decorative as they are useful. With a few of these stops on hand, it is no trick to keep the doors ajar even on windy days.

Some of the springs on screen doors invite rapid closing and slams, and sometimes the pinching of little fingers if there are very small persons in the family. There are weighted and hinged springs to be fastened on the tops of screen doors, much like those on school-

(*Turn to next page*)

Compton's Pictured Encyclopedia

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Noiseless Housekeeping

(*Continued from page* 61)

house doors, only smaller, that make for slower and quiet closing. In cases of illness, a strip of cloth tied from the knob on one side of the door to the knob on the other side makes for silence.

The doors of new houses frequently settle slightly during the first two years of their life. This lowers their locks so that they cannot catch into the space provided for them on the door-frame. The result is a door that slams whenever a breeze reaches it, and if there is anything more distressing in the way of household noise than a constantly slamming door, I have yet to make its acquaintance. Lowering the lock hole a trifle eliminates this disturbance.

The rattle of loose windows is another undesirable noise, just as is the drip, drip, drip, drip of a leaky faucet. Both can be repaired. Weather-stripping fastened to the windows will keep out cold winds as well as promote quietness, or attractive wedges may be purchased to hold the window sashes in place. New washers solve the faucet difficulty.

USING too much gas when cooking is noisy as well as wasteful. A roaring sound indicates that the flame needs to be turned down. After the contents of the kettle boils, usually the heat can be reduced without stopping the boiling. Nothing is to be gained by very rapid boiling, except a waste of gas, for water registers at 212 degrees Fahrenheit when it boils, whether slowly or rapidly. A kettle lid that dances up and down as steam escapes, is a loud request for less heat.

Children naturally make some noise as they play. Some of this is music—the kind that makes a house a home. But there are times when they become too boisterous. Even the baby can be trained to respect quiet. Most infants at some stage in their careers begin to throw their playthings on the floor, and then they demand that someone return the lost article to their hands that they may repeat the interesting experience. I found that the fun was not lost when I tied the toy to one end of a tape and the other end of the string to the high chair or baby carriage. When the toy was discarded, it disappeared, but quietly, for it did not reach the floor, and the baby was delighted to make the recovery herself.

Quiet effort results in greater accomplishment than a nervous rush. Some individuals insist that they must work fast. Scientific research has shown this to be all right if rest periods are taken every hour. Complete relaxation for a few minutes is of value from the health standpoint and it enables a person to work quietly as well as quickly. Mothers and fathers want their children to be spared all the unnecessary nervous tension possible. Then let us eliminate all unnecessary noise from the home, making home a place of rest and relaxation.

A GROUP SERVICE BUREAU FEATURE

What Parent-Teacher Associations Can Do

ONE of the greatest influences for good in this country is The Parent-Teacher Association, branches of which are found in every state. It is the earnest desire of the editors of this magazine to give all possible help and encouragement to their work. To this end we shall publish, from time to time, this department to which we ask all interested members of Parent-Teacher Associations to contribute. Tell us of worth-while accomplishments by your particular group. We believe that they will prove helpful and inspiring to other parent-teacher organizations.—*The Editors.*

Wanted: Ideas!

Are you a member of a Parent-Teacher Association? If so, won't you send in to us helpful ideas and suggestions for such groups, or tell us what your association has done to promote friendliness and understanding between parents and teachers in your town, to add to the school equipment, to beautify the school, to stimulate better scholarship, or to provide better health and recreational opportunities for the children? For every suggestion published we will pay $2.00. Manuscripts submitted to this department will not be returned. Address Managing Editor, THE PARENTS' MAGAZINE, 255 Fourth Avenue, New York, N. Y.

Get Acquainted with the Teacher

DO you know the teachers in your local schools? Do you think of them as friends and individuals or simply as Miss Brown, grade one, Mary's teacher; Miss Jackson, arithmetic, Jim's teacher, and so on? That was about all teachers meant to the six thousand or so inhabitants of Downers Grove, Illinois, until our Parent-Teacher Association hit upon a new and friendly plan.

A hostess was chosen for each teacher; a woman who would see to it that her protégée met profitable and interesting people in the village, and that she had at least one place in town to which she could come as to her own home. The object was to help the teacher to become an integral part of the community instead of remaining for the nine months just on the fringe of things.

The hostesses were women in the village who had varied and numerous interests outside of their own homes; women who would be in position to offer their protégées a choice of groups and interests to cultivate. Each hostess was left entirely to her own devices regarding the entertainment of her particular teacher. Some have larger cars than their families can fill; others have season tickets to concerts or lectures which frequently go unusued; others find it a simple matter to have a guest or two to dinner frequently; still others enjoy company to share the good radio programs which come in every night, and so it goes. No arbitrary suggestions whatever are made by the chairman as to the form of entertainment. If the hostess does her duty she will see to it that her protégée meets people outside her own profession, and that she has a feeling of belonging in the community.

That the plan worked well from the point of view of the hostesses is seen in the fact that every hostess took teachers again this year. That the teachers were pleased with the plan was evidenced by the unsigned replies which came in response to questionnaires on the subject.

The superintendent of schools said that never in his experience as school administrator has he worked with a group of more interested, happy, and contented teachers than he has had here in the past two years, and he attributes much of it to the fact that the hostess plan is giving the teachers a wider and happier community outlook.—*Frances Mary Hughes, Downers Grove, Ill.*

BOOK WEEK is a time when the Parent-Teacher Associations can prove themselves useful. Perhaps, the mothers could be invited to the classrooms and to an assembly program in the forenoon. At noon, during the lunch hour, some intelligent, experienced person might head a discussion on the subject of story telling, or any other vital phase of the book subject. In the afternoon the local librarian might be invited to speak on the subject, "What Books I Should Give to a Child." It is altogether possible that five or six leading publishing companies would have exhibits of their books in the school libraries from which the mothers could make their selections. This is not only a worth-while project but one of intense interest for all concerned.—*Mrs. L. E., New York, N. Y.*

THE most vital of all the educational features of our Parent-Teacher Association work is our pre-school club. The program chairman is some one who has taken a course in child training and who is competent to guide the group in its study of the pre-school child. The meetings are held in the evening, beginning at seven forty-five and closing at ten so that father can keep the baby and mother can get home in time for the ten o'clock feeding.—*Mrs. R. A. M., Evanston, Illinois.*

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To Mothers and Fathers

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Books for Parents

The Care of the Child, by Alton Goldbloom, M.D. *Longmans, Green.* $1.50.

Doctor Goldbloom's recent book on the care of the child adds a fairly new form to the rapidly increasing number of publications on this always important subject. With the number of books now available to mothers and to the general public, it would seem that another one would prove superfluous. But Doctor Goldbloom, with the vast amount of clinical material that must be at his command, has, in simple form, written about many of the intimate problems with regard to baby care that have, perhaps, seemed too commonplace to be included in many otherwise valuable books on this topic. This is particularly noticeable in his chapter on artificial feeding. His table of feedings gives clear-cut and simple directions in a readily available form. The same tendency to use age as a basis for direction as to proper methods of child care is noticeable throughout the book. This method of presentation is one that will have an appeal to the uninstructed and busy mother. At the same time, Doctor Goldbloom has not neglected the consideration of the baby's needs, irrespective of his age.

The book is a valuable addition to our literature on baby care. Particularly to be commended is the chapter on sunlight and the sun-exposure chart. This gives in terse and accurate form the information that every modern mother is seeking with regard to this essential method of assuring health in early childhood.—*Reviewed by S. Josephine Baker, M.D.*

The Education of the Modern Girl, by Mabelle Babcock Blake and Seven Head-Mistresses of Girls' Private Schools. With an Introduction by President Neilson of Smith College. *Houghton, Mifflin.* $3.00.

This book consists of eight chapters written by women educators of the highest reputation. A variety of topics relating to the educational problems of the modern girl are discussed with authority, beginning with Home Influences, College or Not, the Influence of Summer Camps among others. President Neilson in his introduction pays tribute to the group of authors, saying that in no profession or business has he found a loftier level of intelligence and intention than prevails among the headmistresses of these schools.

Miss Caroline Ruutz-Rees, the Head of Rosemary Hall, under "Academic Influences," defends valiantly the course prescribed by College Preparatory Requirements, and denies that these subjects need be "cut and dried." The Spirit of School and Religion is considered by Mary R. Hilliard of Westover School. The type of girl who should go to college, and those for whom it is not advisable, is ably treated at length by Dorothy Waldo of Dana Hall. A sane and well-balanced discussion of athletics and their relative importance in girls' schools is offered by Jessie Hewitt of Ethel Walker School. How modern education tends to encourage girls to share in group living is brought out by Frances Lee of Lee School.

All perplexed parents of daughters approaching high school, and in doubt about the next step, will find their problems helpfully presented from every angle in this valuable collection of papers.—*Reviewed by Edith Van Hook.*

Sex and Youth, by Sherwood Eddy. *Doubleday, Doran.* $2.00.

In the foreword the author says of this book, "'Sex and Youth' is a product of the present situation among college students. The subject can no longer be ignored by anyone dealing with students, for it is certainly not being ignored by them. For many, if not for most of us, it is an inescapable, burning issue. It holds the promise of Life—but also its most difficult problems. The subject has too long been neglected and left under a taboo of silence, with serious results."

The volume is devoted to a discussion of the sex problems of youth, marriage problems and those which arise out of various family relationships. The author, a well-known worker with young people, has made a wide and intensive study of the material which has gone to the making up of the book, and many of the most distinguished authorities in the field of medicine, psychology and sociology have substantiated his ideas. With clarity, force and sympathy Mr. Eddy has dealt with questions repeatedly asked in open forums and question meetings conducted in more than fifty colleges. Among the problems considered in the book are "Sex and Life," "Sanity in Sex Education." "The Problems of Youth," "The Problems of Marriage," "The Problems of Family Limitation," "Companionate Marriage and Divorce." One feels in reading the chapters that the question of sex is not a dreaded subject but rightfully attractive and wholesome. He believes there is need today not of the old appeal to fear or ignorance, silence or

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superstition, but of scientific information applied by rational intelligence and of the actual good news of a joyous way of life lived at its best. Parents and newly married people as well as those considering the problems of matrimony will read "Sex and Youth" with interest and may well agree that it is a real contribution to the field of sex education.

1000 and One, (Sixth Edition) The Blue Book of Non-Theatrical Films, *The Educational Screen, Inc., 5 South Wabash Avenue, Chicago, Ill.* 75 cents.

This handbook contains classified lists of worth-while, non-theatrical films on a wide variety of subjects of educational value. The book is of special value to educators, parents and children.

"Dey's All Got Debbils"

(*Continued from page* 23)

Thomas Jefferson's, an' 'fore he died dey wuz John L. Sullivan's."

"Older brothers?" I referred to Mrs. Woolly.

"Yassam. Lor, Miss, youall don't know how to talk ter dat nigger. Now you jes' let me tell him erbout dis."

I yielded the floor.

"You, George Washington, you lost soul, you know whut? Disyer lady she's de wife ob a cop!"

"No, no, Mrs. Woolly."

"Yassam, dat's de truf, an'" (she turned back to the quaking George) "ef she hears ob you layin' yer little finger on anything again, she'll send her husband an' de patrol wagon an' have him trow you right in de ribber."

"Not in the river, Mrs. Woolly," I cried aghast.

"*Yassam! In de ribber!* An' de shark'll git 'im. An' de hants!"

The terror in George's eyes put steel into my soul.

I turned on Mother Woolly. I displayed my badge.

Mother Woolly knew a police badge when she saw it. The effect on her was electric.

"Are you listening, Mother Woolly?"

"Yes, mam!"

"Very well. There are two things that George must have from this day forth. If he does not get them, or if you take them away from him, I am going to summon *you* to ride in the patrol wagon and come to court. First, he is to have two hours every day to play out-of-doors with the other boys. Second, he is to have something he wants for his very own. It's to be *his own.* Nobody is to take it away from him. Do you understand?"

"Yassam." A cowed panther now.

I turned to George.

"George, what would you like to have to play with? What would you rather have than anything else in the world?"

The small brow knit. George was thinking more intensely than he had ever thought before. A sudden idea!

"I'd druther have—I'd druther have —" he gasped.

"Yes," I said encouragingly, "what?"

(*Turn to next page*)

Noteworthy Books for Parents

On Being a Father

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A book for every woman!
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THE CHILD'S HEREDITY
By Paul Popenoe
A practical guide-book for parents in which a distinguished biologist tells, in non-technical language, the laws of human heredity—physical, mental, temperamental. Cloth. xiii+316 pages. Amply illustrated. $2.00. Published September, 1929.
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LEGGINGS · · BLOUSES · · SETS

"Dey's All Got Debbils"

(*Continued from page* 65)

"A—a—hammer an' some nails."

"And if you had them what would you do with them?" I asked.

"I'd make me a wagon like Pete McDarmott's an' kerry Maw's washing round, an' I'd mend things what got broke, an' I'd build things for folks."

He smiled at me. What a smile!

So George got his hammer and the loveliest assortment of nails and became thereby a man of property and a responsible and happy citizen. He learned to think in terms of ownership. By arrangement with the owner of the department store he took his precious hammer and nails there and put up some shelves to pay for the footballs. He made things for his friends. A helpful, honest, friendly, industrious little soul. Bad? Perish the thought!

I sought the principal.

"What I want to see next," I explained with decision, "is a child with the urge to crime—a born criminal."

"A *born* criminal?" he echoed thoughtfully.

"Don't tell me you haven't any," I said severely.

"I wonder," he replied. "You find him and show him to me."

The days lengthened into weeks. I bent to the task and got to know my school. Who were these truants, anyway? They seemed to constitute the group on the danger-line of trouble. What were they staying home to do?

BIT by bit, the answer came. I discovered a whole ignominious army of children forced to forego the delights of learning in honor of the social institution known as the semi-annual bath.

Being washed is no easy and casual matter in the slums. The child would disappear from school as mysteriously as though he had been spirited to the Bastile under a *lettre de cachet* of Louis the Fifteenth. Many of the mothers were afraid of the truant officers and when quizzed by them, opposed a front of complete ignorance as to their child's whereabouts. I visited sociably with the families until they came to regard me as a friend. Gradually the rites of the Nights of the Bath were revealed to me.

The candidate for the distinction had to be unsewed and taken carefully apart. Then the party of the first part, hereinafter called Johnny or Susie, was scrubbed pink in the family washtub and put to bed. There he remained while the party of the second part, hereinafter called "Yerclothes," was soaked and rubbed and dried and ironed and aired and reassembled. Then, and only then, did one return to school.

Also, there were little girls who stayed home from school to take care of sick babies. I found large two-fisted he-child desperadoes who played truant to support widowed mothers. Always the same story of conflicting claims and the child faithful to the greater need. And at the end of several years of experience all I can say is Puzzle: Find a bad one!

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How to Get Your Children to Eat What They Should—and Like It

(*Continued from page 25*)

do is to jump at conclusions. We hitch up cause and effect in a casual way, when really some hidden side issue or reason is the real cause. We do it to ourselves and we do it to our children with dire results. Your real scientist is very sure that no other causes except the one being studied is lurking about, and so gets a true result.

Your Mary may be disliking milk because something unpleasant happened to her when she was drinking it or afterward. Perhaps she spilled it and got scolded or spanked. What Doctor Gauger is striving to prove is not that children like or dislike salt water and vinegar and chocolate, but whether their tastes may be educated or changed by repetition. You may take the general facts as established and apply them to spinach, carrots, milk or cereal, as the case may be.

THESE were young, untrammeled tastes with which Dr. Gauger experimented. No memories of terrapin or lobster Newburg haunted them! Their diet is bland and their sense experience limited. The judges considered that if a child made a face, frowned, coughed, gagged, or pushed the substance away, he was evidently displeased. You may think that is obvious, but one little boy who frowned was discovered later to have a chronic frown so to speak! And another "superior child" of three, when given the vinegar, said: "My, that's a bad one!" *in a perfectly pleasant tone of voice*, though he displayed considerable dislike. There is a child who should make a grand citizen of the world! When Life hands him out a sour spoonful, he will swallow, know it's a bad one, but be pleasant about it. If we could only find a formula for that sort of a state of mind, what an asset it would be! And at the other end of the line is the child with the habitual frown for good or evil!

The signs of satisfaction were smacking the lips, lighting up of the eyes, reaching out for the material, saying "That's good," keeping the substance in the mouth as long as possible to enjoy it, and so on. Two judges put down their opinions of the test independently and the results were correlated and worked out by a carefully devised formula.

And what were the results? First, it was proved clearly that the children's taste reactions *were* modified and further Doctor Gauger says: *"Teaching a child to like something he apparently dislikes seems to be as successfully done when the disliked food is given alone as when a pleasant food (such as the chocolate) is given with it."* Here is a practical point that may apply to cod-liver oil in orange juice, candy bribery for the Hooverized plate, etc.

Furthermore, the chocolate's popularity decreased as the 35-day period ended. If you rate the average liking for chocolate as "6" at first, it went up a little and then gradually decreased to almost "4." In other words, children began liking the chocolate, liked it better and better for the first five or ten days, gradually liked it less and less, their satisfaction falling off, so that the graphic curve looks like a first class toboggan by the end of the experiment, *though they never disliked it.*

Think what an eye opener this is on the effect of monotony in a child's diet. If chocolate falls off in popularity this much in a month's time, what naturally happens to oatmeal, served continually, at the end of three months? Though the bland flavors may well have an advantage here. Mary Sweeney at the Merrill Palmer School in Detroit, noted this effect of monotony on the children's appetite and made a plea that they be treated "like folks" and given variety in menus. Doctor Gauger says, "Undoubtedly the child is an individual and must be treated as such, whether he is the whole problem or only one of a group." Is it possible that some children may respond to the bribe of a desired candy or ice cream after the meal and gradually, as the habit of eating what is put before them is established, and the bribe itself becomes more familiar, it may be withdrawn? Even these scientific experts as a last resort reminded the child that the chocolate would follow, after two proffers of the distasteful liquid had been made and rejected.

SO much for the chocolate. The least change in taste took place with the weak salt solution and the egg white. These results when plotted in a graphic curve resemble the chocolate results reversed. In other words, the children began by mildly disliking them and gradually liked them just a little better. Represent their distastes by "4" and their final reaction was rated as about zero or indifference.

The greatest change was noted with the diluted vinegar and stronger salt solutions, which were most disliked at first. The taste response changed rapidly during the first ten days. Calling the distaste for the strong salt solution about *minus* 4.5, the final result was rated a little above zero or indifference. A decided change of front this, and the vinegar test was even more pronounced, changing from *minus* 9.5, the greatest repugnance recorded, to zero plus. If a child can warm up to weak vinegar and strong salt water, why not to spinach and carrots? And the "technique," as the scientists would call it, of bringing this about, consisted not in coaxing or punishing or rewarding, so much as in an aloof, detached, unemotional, repeated offering of the material time after time. That is a practical point for mothers, is it not? Again a gleam of hope for the spinach, cereal, and milk promoters.

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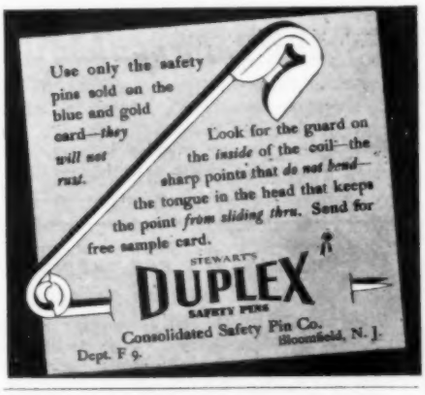
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The soothing, cooling touch that brings comfort to the babe

Cuticura Talcum

The newest of the Cuticura preparations. With a background of 50 years of dependable quality and service.

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The next time Doctor Gauger experiments she is in favor of using only one annoying substance to simplify the problem. Herein is a suggestion—don't load up one meal with undesired tastes. Work them in one at a time.

Let Doctor Gauger sum up in her conservative, scientific manner, to which we hope you are converted. She says:

"There is evidence to show that the responses to unpleasant or annoying food stimuli (and probably to foods themselves) can be modified in a *learning situation* to responses of indifference or even pleasantness. * * * With this evidence as a foundation, further research will undoubtedly give conclusive evidence as to whether or not young children can learn to like those foods that they seem to dislike. * * * There are reasons to believe that learning to like an annoying taste stimulus will take place in the absence of a satisfying stimulus. It will probably take place in less time than it will when associated with a pleasant stimulus."

Down with candy bribery and the like! These facts, however, are guides and general principles, not absolute detailed directions for all cases. Doctor Gauger states that it took four months for the child to become adapted to the unpleasant material permanently. The progress was by no means regular. The likes and dislikes went up and down in intensity from day to day, just as your children will react differently on different days to the same thing. But the sum total result was as just given.

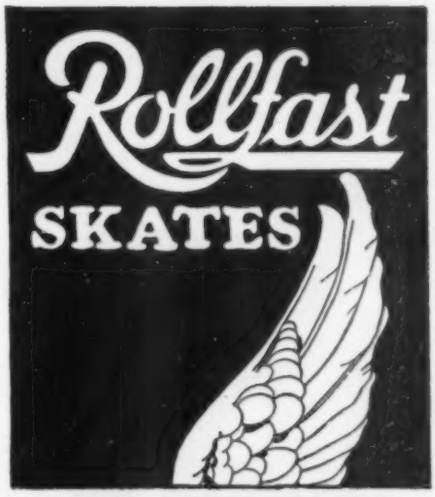
ALSO for the safeguarding of the mother's peace of mind we offer this paragraph from the *New York Times*, which gave editorial comment to this piece of work: "In the long run," said the *Times*, "the Teachers' College method of making education in unwelcome foods a matter of routine is the sounder way. With most children it is doubtless true that conversion to spinach will be easiest when it is not dramatized with promises of chocolate and movies. If the mother can only manage to remain indifferent long enough, the child finding himself not at all the center of attention, will turn to spoon and fork.

"But it is a big if," says the editor. "The college investigator has forty children to feed and she takes it calmly if half a dozen slow up the experiment. For the individual mother the failure of a single child to get through his supper usually means a 100 per cent negative result."

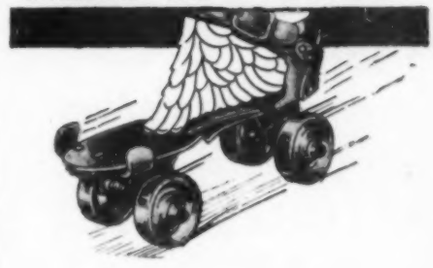
Too true. So if you get a minority, negative report from your child, when trying out the indifference method, as a cook and near-dietitian, I recommend careful substitution in part for the hated food. Give him instead, for instance, more egg yolk, whole wheat, orange juice and milk if the spinach just won't go down, even though served with variety and careful cooking. A child will appreciate a bit of butter and salt on the cereal or spinach, or a little cream or milk.

(*Turn to next page*)

Rollfast SKATES



NEXT TO WINGS



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It *is* easier, you know, to skate well—faster—longer without tiring—on the extra-big ball bearings and smooth-rolling wheels found only in Rollfasts.

Just one look shows the extra safety of these low-built, sturdy skates.

And when the sales clerk explains the Patented Flexible Reinforcement that never permits Rollfasts to sag or bend, even when fully extended . . . you will surely agree that here are the roller skates for *your* boy or girl.

No danger of outgrowing Rollfasts! They extend from 7½ to 10½ inches; fit any size shoe, children or adult. At sporting goods, hardware, toy and bicycle stores . . . in bright orange boxes.

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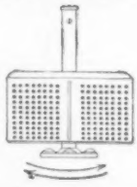

This is the Spinner Basket of the Whirldry. Its oscillating action swishes clothes CLEAN.

See this machine for yourself. Watch it work and you will picture in your own mind just how convenient it would be in your own home. If your dealer cannot show you a Whirldry, please use the coupon.

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How to Get your Children to Eat What They Should

(*Continued from page 69*)

While there is no accounting for tastes and no standard for them, still certain desires are natural, and here as always these pointers from laboratory and schoolroom are for general guidance—not for rigid application in every case.

Divorce your emotions from the child's meal time! Don't give way to your grief and fears in the presence of uneaten cereal and spinach. Be casual before a young but discerning audience, and remember that a few plates of uneaten food, however desirable, are less important than the gradual establishment of good food habits for life and a tolerance for foods (or facts), to which one is perhaps indifferent or antagonistic. We revert, as an ideal, to the superior child of three, who said *pleasantly* of the teaspoon of vinegar: "My, that's a bad one!" but swallowed it! That child has developed in your scribe a most terrific inferiority complex!

Motion Pictures

(*Continued from page 32*)

THE SINGLE STANDARD, with Greta Garbo and Nils Asther (*M. G. M.*)—Third rate story made to exploit sex-appeal and free love via the talented actress, who could be used to do worthwhile things. The usual "Garbo film" which has become a habit with the industry. Sound only. (E) *For A:* Passable. *For Y:* Impossible. *For C:* No.

THE THIRTEENTH CHAIR, with Conrad Nagel (*M. G. M.*)—Mystery story, tense and gripping in theme and action, excellently presented by a capable cast. The dialogue is effective. All talking. (U) (E) *For A:* Fine of its kind. *For Y:* Very exciting. *For C:* Too exciting.

THREE LIVE GHOSTS, with all-star cast (*U. A.*)—A very jolly comedy of three who find that the Armistice left them in a most embarrassing relation to society. All talking. (U) *For A:* Rather good. *For Y:* Good. *For C:* Harmless.

THUNDER, with Lon Chaney (*M. G. M.*)—Realistic drama of railroad life, with many interesting and thrilling shots of car shops and yards, snow storms, Mississippi floods. Very tense in action and rather unhappy in personal relationships. Silent. (U) (E) *For A:* Passable. *For Y:* Doubtful. *For C:* Too tense.

THE VIRGINIAN, with Gary Cooper (*Para*)—Western story of the days when cattle rustlers, if caught, were hanged despite pleas of tender-hearted eastern-bred heroines. All talking. (U) *For A:* Hardly. *For Y:* Rather strong. *For C:* Too mature.

WHY BRING THAT UP? with Moran and Mack (*Para*)—The two "black crows" entertain in the amusing and inoffensive way by which they have won their radio and stage audiences. A simple and rather logical plot holds the familiar routine together. All talking. (U) (E) *For A:* Good in its way. *For Y:* Amusing. *For C:* Amusing and intelligible.

WHY LEAVE HOME? with Sue Carroll and Nick Stewart (*Fox*)—A musical farce, in which three neglected wives seek consolation and meet their husbands recreating too. Too sophisticated for children, but light amusement and diversion for adults. All talking. (U) (E) *For A:* Perhaps. *For Y:* Not recommended. *For C:* Unsuitable theme.

WONDER OF WOMEN, with Lewis Stone and Peggy Wood (*M. G. M.*)—A somewhat depressing picture, based on Sudermann's "Wife of Stephen Tromholt," meant to show the moods and vagaries of the artistic temperament. The great musician, wanting his "freedom," wanders from his wonderful wife and their children, but always returns. Able cast, but Lewis Stone overacts considerably and Peggy Wood, of the striking personality, seems to lack confidence before the camera. The plot is very faulty, with no crescendo, merely a succession of rises and collapses in the dramatic interest. Part talking. (E) *For A:* Fair. *For Y:* Too mature. *For C:* Too mature.

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Preparing Your Daughter for Adolescence

(*Continued from page* 17)

The great acceleration in growth during adolescence puts an unaccustomed load upon these organs, and their condition should be watched carefully.

Does the urine contain any sugar or albumin? Many a girl has struggled through the difficult teens with a mild case of diabetes because nobody thought to have an examination made. Any trouble with the kidneys will be evidenced by the presence of albumin.

Is the red coloring matter (hemoglobin) in her blood above 85 per cent? If it is below that figure your daughter is anemic. Anemia is very common in girls of this age, and parents should be on the alert to detect its earliest appearance.

A HYGIENIC régime of life insisted upon by the parents is absolutely essential for the pre-adolescent. Probably the most important single factor in such a regime is sleep. Every child of this age should have nine to ten hours of actual sleep every night. The family dinner hour should be early enough so that there will be time for the completion of home-work before the bedtime hour comes and nothing should change this habitual procedure during the school week. Sleep brings rest to tired nerves and body, and cannot be replaced by any amount of quiet pastimes or curtailed activity.

Movies and parties should have their place in all hygienic regimes, but should be limited to week-end evenings, after school is over for the week.

Outdoor exercise is, of course, especially necessary to these children. When they have been in school all day they should have relaxing play while it is still daylight, and while playmates are still available. Home-work must not be put into this period, nor any other tasks of a prescribed nature. These hours should be free hours when children ought to be out of doors with their companions, with as little supervision as possible.

The diet of the pre-adolescent must provide the necessary nourishment for the body with a surplus which takes care of growth. It should contain a liberal amount of iron-containing foods, notably liver and the green leafy vegetables. Regular hours for eating—and this includes the between-meal lunches—should prevail. This question of between-meal lunches is a perplexing problem to many mothers. Should the pre-adolescent be allowed to eat between meals? Most children of this age require some simple lunch when they come home from school in the afternoon, and are the better for it. If the mothers of the neighborhood would get together and agree to take turns in furnishing an after-school glass of milk with a cooky, or a chocolate-milk drink and bread and butter there would be fewer stomach upsets from cheap candy, green apples and the like. In case the adolescent has a finicky appetite cereals of various kinds served attractively in combination with fruit, dates or figs may help to make breakfast a heartier meal.

It is not at all unusual for girls of this age to show signs of being overtaxed by all the requirements placed upon them. And they are approaching that age of emotional upheaval when they do everything so strenuously that their bodies are very apt to rebel against the strain. Watching for evidences of fatigue and instituting measures for their relief is one of the most valuable contributions a mother can make to her daughter's health. Such evidences may take the form of irritability and temper tantrums, restless sleep, loss of weight and appetite, circles under the eyes, easy tears. With the appearance of any one of these the child's activities should be curtailed at once, and under the advice of a physician she should be removed from school if necessary. An ounce of prevention is worth a pound of cure, especially in these years just preceding adolescence.

It is equally important in preparing for the trying teens to safeguard the girl's mental and emotional health. She must approach adolescence fortified by normal reactions to the people and situations about her. One of the commonest handicaps to this normalcy in my experience lies in the inability of these girls to think and act with any degree of independence. Too often mothers are to blame for this undesirable characteristic in their daughters, for they consciously or unconsciously want to keep their children young and dependent upon them for decisions and opinions concerning even the smallest details. Such a state of affairs may be food to the mother's ego, but it is death to the child's chance to learn self reliance—a quality much to be desired in that fast-approaching period of adolescence. The girl in her teens needs to have a sense of security and a confidence in her own powers, which she can get only if her parents encourage independent thinking and acting before this period. Parents should make it a rule never to try to do her thinking for her, never to do anything for her which will increase her independence if she does it herself.

GIRLS of this age need companionship with both sexes, and parents should encourage pastimes which include boys. Interest in the opposite sex is not keen at this time, but girls at any age learn from boys a fine spirit of play a Spartan attitude toward physical pain, a lack of pettiness and an ease in getting on with boys which is invaluable. If they have been in the habit of playing with boys, they will be far less likely to lose their poise when the interest becomes an emotional one. Wise parents always have open house for the boys and girls of their daughter's acquaintance. (*Turn to next page*)

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FROM the moment when the first baby tooth appears, mothers have a vitally important problem . . . teaching the child correct mouth hygiene.

Because baby teeth seriously influence the development of the permanent teeth and the growth and formation of the whole lower half of the face. If you want your child to have a sound set of permanent teeth and a well-formed chin and jaw, use Squibb's Dental Cream at least twice a day.

Squibb's Dental Cream is not only soothing and refreshing . . . it not only keeps the teeth sparkling white . . . but it also gives this added protection. Squibb's guards The Danger Line by combating destructive acids.

In the tiny pits and grinding surfaces of the teeth and at The Danger Line where teeth meet gums, food particles collect, ferment, and breed destruction to the tooth structure. The tooth-brush cannot reach there, but Squibb's Dental Cream *does*.

Squibb's contains over fifty per cent of Squibb's Milk of Magnesia. Minute particles of this effective antacid penetrate remote places, neutralizing acids of decay and protecting the teeth.

Squibb's Dental Cream is harmless even if swallowed because it contains no grit, astringents, nor abrasives . . . nothing to harm the delicate tissue of the mouth or stomach. Children like its pleasant flavor. 40c a large tube in all drug stores. © 1939 by E. R. Squibb & Sons

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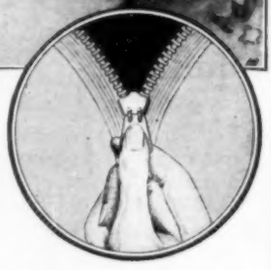

The special lock feature of the Talon slide fastener regulates opening to any point desired.

Baby Stays "Tucked In"

WHEN baby sleeps out in his carriage, or you take him motoring, or on cold nights, he is always snug and warm if he is wrapped in a cozy Snuggle Rug. You may be sure he hasn't kicked off the covers because the Snuggle Rug closes with a Talon slide fastener and keeps him safely covered against the chill air.

The Snuggle Rug is made of soft, pure wool in pink, blue or tan, with round, set-in bottom to give the active baby plenty of room to kick. The fastener zips the Snuggle Rug closed and a simple lock catch keeps it closed to any desired point. Attractively trimmed in matching satin ribbon, it will be a joy to your baby until he is two or three years old.

For Baby's comfort and safety and for your own peace of mind—get him a Snuggle Rug!

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215 N. Seventh St. **Goshen, Ind.**

Popularly priced at leading department and infants' wear stores. Mail coupon for circular, prices and name of nearest store.

Name .....

Address .....

Preparing Your Daughter for Adolescence

(*Continued from page 71*)

And now we come to that point in the preparation of youth for maturity about which so much is now being written—sex education. A mother said to me just the other day, in telling me about her ten-year-old boy, "Oh, I know I ought to tell him those things, but I just can't bear to take away his innocence." Adults have enjoyed the innocence of childhood at childhood's expense long enough. The pre-adolescent girl is going to get sex instruction somewhere, somehow. If she doesn't get it at home she will get it in the street or from badly chosen books. The parents' problem is to see that she receives the proper information at home. Any mother who allows her daughter to reach her first menstrual period unprepared has failed miserably and unpardonably in performing those duties belonging peculiarly to mothers.

There are two points I would like to stress about sex instruction. First, the mother must make herself sufficiently acquainted with the anatomy and physiology of the reproductive system to give the child accurate scientific information. Second, the subject should be approached from the biological point of view. That is, the child should be made to realize that reproduction of the species is a universal principle in all living things—plants, animals, human beings. A book that I have found very helpful is "Growing Up," by Karl de Schweinitz. It gives in simple language all necessary information, in an unsentimental, accurate manner. Such a book should be read by the parent and then read to the child, with plenty of chance for discussion.

The mother of a pre-adolescent daughter must give these things her careful consideration. Let her commit no sins of omission, but decide upon a course of action and then carry it through with determination. These children are in particular need of help and guidance, and if parents can prepare them for a normal adolescence, they will have contributed largely to their happiness in later life.

An article on preparing the boy for adolescence will appear in a later issue of THE PARENTS' MAGAZINE.

A Lost Child

Into the night, for so it seemed,
When all we hoped and all we dreamed,
All of the whispered prayers we said
Above your small, unconscious head.
All that should keep you safe and sure
Within that net of love secure,
Was gone, not hindering your flight,
Into the night, into the night.

It seems as if each time we smiled
And said: "God bless this little child,"
Each little thought and kiss and prayer
Had left its shadow on the air.
They throng about your sleeping head.
They do not know that you are dead.
How could they ever let you go?
We love you so, we loved you so.

—*Elsie Fry Laurence.*

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What Is Progressive Education?

(*Continued from page* 13)

In this type of education first of all the health of the child must be considered. This means much more than physical examination or the use of athletic field and gymnasium. It means that the school life from beginning to end should be adapted to the developing nervous system of the child. It means movable seats, more freedom of movement in the classroom, abundant handwork and motor activity of different kinds to balance the head work, avoidance of large classes, close co-operation between school and home for the detection and cure of pathologic conditions either of mind or of body.

WORKERS in the progressive education movement believe that learning comes from doing and that the hands should be allowed to aid the brain. The reason for the frequent failure of the present system of education to enlist the interest and best efforts of youth is that it is too much confined to the acquirement of book knowledge and the inculcation of passivity and receptivity. Today the mind of youth is dazzled with the vision of the machine world about him. Since we are giving universal education and since a large proportion of children are motor-active and love doing rather than reading, it follows that activity programs should be introduced as far as possible into the school life. Where such methods are introduced, boys and girls do not long to get through with school nor rebel against it. Rather do they find in and by means of such a school the opportunity for adequate and satisfactory expression for their gifts and capabilities.

A large degree of freedom characterizes the life of the progressive school, both as regards the school work and school discipline. The children feel the school to be theirs. They help make the rules which govern their own academic and social conduct. They are best behaved when they learn to control themselves, and they come to wish to control themselves because of their ideals of what is proper and necessary for the sake of the social group. They need not only freedom in matters of discipline but also freedom of body, mind and spirit. These freedoms the progressive school gives.

Education should be adapted to the differences of the individual child. Progressive schools allow for differences of personality, encouraging them and providing a rich environment in which the native ability of each child may blossom and fructify. The overstandardization of our current school system is responsible for the fact that an enormous number of children do not feel at home in school; and these are apt to be the very children who have the most to contribute to human progress.

Group consciousness and social mindedness should be developed in children. Social adjustment and character training are as important as academic progress. Progressive educators seek to develop in children the social and cooperative rather than aggressive competitive and exploiting qualities. The group project is a very important means toward this end. In it achievement is by the group and for the sake of the group. Children in progressive schools are generally characterized by grace and harmony of demeanor. They learn how to get along successfully with their fellows—a lesson which will be of utmost importance in later life.

The child should have abundant opportunity for creative expression. Progressive educators stress the child's need of creative expression because they believe that education should be a natural unfolding of his powers and potentialities. Not content with giving an important place in the curriculum to art training of various kinds, progressive schools are revolutionizing the teaching of all forms of art by encouraging creation first and allowing the technique to be developed in close relation to practice. From this method is arising a productiveness on the part of children of those same exquisite values which characterized the pre-Raphaelite art. The progressive educator should enable the child to acquire thorough control of the tools of learning rather than merely to acquire facts. Children do not need to become walking encyclopedias. Access to facts is at every hand, in libraries and in home encyclopedias. If children are trained in research methods, know how and where to find the facts they need, and have acquired the ability to gather and formulate their acquired information, they are possessed of something more valuable than an undigested mass of knowledge. This creative method of education is both more valuable and more joyous to the child than the old routine method.

THE progressive system would abolish the tyranny of marks in examination. As a rule progressive educators use no marks in the classroom. They seek to abolish the evils of the competitive marking system which is so apt to produce in brilliant children self-consciousness, conceit and selfishness, and in the slow-minded child a sense of failure, of inferiority and of injustice. The elimination of the tyranny of marks also has an important bearing upon the health of the school child. Plainly a new type of teacher is needed for progressive education, a teacher possessed of personality and culture and capable of awakening and developing the creative powers of the child. There may seem to be a dearth of such teachers, but more of this creative type of teacher would be available were there more opportunity for them to exercise their abilities.

The progressive educator is daily striving to make true this splendid prophecy of Harry Overstreet: "The education of the future will be inventive-minded. It will believe so pro-

(*Turn to next page*)

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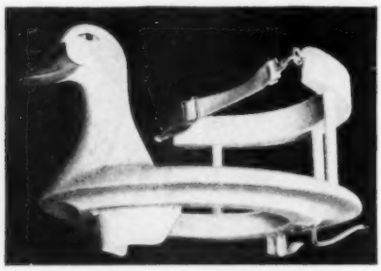

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What Is Progressive Education?

(*Continued from page 73*)

foundly in the high value of the inventive or creative spirit that it will set itself to develop that spirit by all means within its power. From kindergarten to graduate school the habit of conceiving new and more adequate ways of doing things and thinking about things will be the habit most eagerly developed."

Progressive education is not a system. It is not the projection of one personality upon the educational thought and procedure of his time, as have been most educational reforms. It is a spontaneous movement, springing up here and there, in Europe as well as in this country, in response to the demand, first subconscious but fast becoming articulate, for a type of education better adapted to modern times and to the modern child. It is a revolt of parents as well as of educators against archaic forms which the new psychology is demonstrating to be unnatural to the child and against the tyranny of a curriculum the content-value of which is as nothing in comparison with the actual development of the child in ways wholesome, inspiring and natural.

Keep Posted

(*Continued from page 26*)

the committee on propaganda in the public schools made at the annual convention of the National Education Association. Uncritical acceptance of propaganda and a general opening of the schools to the activities of outside agencies would do the children incalculable harm, according to the report, and would destroy confidence in the public school, and ultimately threaten its existence.

"On the other hand intelligent and fearless discrimination in selecting from the propaganda movement certain elements to aid in achieving well-considered educational objectives will have beneficial influence on the school," the committee declared.

Progressive Education

NEW ideas which eventually may revolutionize the entire system of public education have found their way into one of the oldest public schools in New York. For the third time in thirteen years the Board of Education in New York City has given Elizabeth Irwin an opportunity to try out her methods in progressive teaching. Miss Irwin's latest experiment, conducted at Public School 41, holds out the greatest promise for the eventual adoption of progressive education in at least one public school of greater New York. For unlike the procedure at either of the other schools where Miss Irwin's classes were carried on simultaneously with the old-line types of classes, Public School 41 has only experimental classes.

Miss Irwin, who is the psychologist of the school, is training interested teachers at Public School 41 in modern methods by employing them as student-assistants to her three special teachers.

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In applying these advertising standards, we have the advice of our editors and associate editors, and other leading experts in the field of health, education, child welfare, nutrition, clothing, play equipment, the arts, etc.

Instead of having a relatively small analyzing and testing laboratory of our own, we use, whenever necessary, the facilities of Teachers' College, Columbia University, and what we believe to be the most reliable commercial laboratory in this city.

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President, Parents' Publishing Association, Inc., Publishers of THE PARENTS' MAGAZINE

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☐ Clam Chowder	
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Babette prevents diaper irritation and reduces unpleasant laundry. Can be disposed of anywhere as easily as toilet paper.

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One dollar will be paid for each child's saying published in this department

MOTHER: "Robert, don't ask so many foolish questions! Do you know that curiosity killed a cat?"

Robert: "Yes? What did the cat want to know?"—*W. R. G., Columbus, Ohio.*

LITTLE Fannie had been given a ring as a birthday present; but, much to her disappointment, not one of the guests at dinner noticed it. Finally, unable to withstand their indifference, she exclaimed: "Oh, dear, I'm *so* warm in my new ring."—*M. Z., Kansas City, Missouri.*

A CERTAIN teacher had the brightest class she had ever had in the course of her teaching. There was no question she asked which could not be answered by one pupil or another.

Finally, she thought of a hard one and inquired, "Is there any connecting link between the animal and the vegetable kingdoms?"

For a moment no one spoke. Then a boy in the corner of the room exclaimed, "Yes, ma'am, there's hash!"—*P. J: McC., Cambridge, Mass.*

LITTLE Johnny and Mary were comparing notes on the advantages of their particular homes. "We have a new porch on our house," boasted Mary.

"That's nothing," retorted Jack, "We have a mortgage on ours. Daddy said so."—*Mrs. B. L., Marquette, Kansas.*

DADDY, who just returned from the dog kennel: "Juno has an interesting new family."

Marian, in great surprise: "That makes the second serving of pups she has had this year."—*R. P., Dayton, Ohio.*

WHEN Betty came home from the children's party her mother said: "Well, daughter, did you have a nice time?"

"Oh, yes," said Betty, enthusiastically. "It was the best party I ever tasted."—*M. Z., Kansas City, Mo.*

"BIG sister has twins, Bobby. Just think, not only one dear little baby, but two—a boy and a girl!" explained Mother.

Bobby did not seem to receive the good news with as much delight as his mother had hoped. He was very thoughtful and, noticing a puzzled expression on his face, Mother said, "What's wrong Bobby? Aren't you glad?"

"Yes, Mother, I'm glad," returned Bobby, "but didn't you say that one's a boy and the other a girl?"

"Yes, isn't that all right?"

"Oh! I guess so, but won't it keep me busy being an uncle and an aunt?" asked Bobby.—*A. C. H., York, Pa.*

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Mrs. H. C. P., another new representative, succeeded in getting twenty-three subscriptions in only ten days, earning the tidy little sum of $20.00.

Mrs. W. M. C.'s first subscriptions just arrived. They total thirteen and represent $10.00 extra money to her as a start.

Mrs. R. T. C.'s first week of work resulted in fourteen orders; the next two weeks, thirteen, bringing her a commission and bonus earning of $23.25.

We have an easy, dignified plan whereby you, too, may add to the family income by representing us in your community.

Fill in and Mail the Coupon Today for Full Particulars

Family Fun

Things for Parents and Children to Do Together

FAMILY CELEBRATIONS FOR HOLIDAYS are something that children will always anticipate and remember. One family I know indulges in "parties" on all possible occasions—the parties consisting chiefly of a festive cake, which the children help Mother make and decorate, and ice cream.

For Hallowe'en, use orange ice and with a small brush dipped into melted chocolate outline figures of bats, owls, pumpkins, etc. Dress a lollypop in black crepe paper to resemble a witch for the center of the cake.

A most attractive Thanksgiving birthday cake is decorated with lemon icing over which candied fruits are laid in a plentiful supply—cherries, pears, apricots, prunes, stuffed dates.

For Christmas a pale green icing thickly sprinkled with small, bright red cinnamon drops; a fat Santa Claus figure in the center may carry a pack of tiny favors.

For a winter birthday cake, try icing with thick white frosting. Make a fort of marshmallows neatly piled one upon the other, and surmounted by tiny American flags. The marshmallows may be piled igloo fashion and Eskimo dolls and cardboard sleds placed at the corners of the centerpiece. A comical snowman fashioned from marshmallows with chocolate features and a black cardboard hat brings shrieks of delight.

The following decoration for a March cake never fails to give pleasure. Tint the white icing with pistachio or other green coloring. In the center of the cake pile a heap of "potatoes" fashioned from fondant rolled in powdered cinnamon and dented here and there to resemble eyes. Tiny green flags stand guard around the potatoes and of course there will be one for each guest.

For the Easter cake use chocolate icing. Before icing the cake remove small squares from each portion; press a small marshmallow egg into each, cover and ice thickly to hide the depression. Finding these hidden candies makes much merriment. A chocolate egg, chick or bunny in the center of the cake is most attractive.—*Mrs. J. J., Westwood, N. J.*

A Family Sewing Fest

IN one family, where there are several young people, there is always plenty of mending to be done. Any garment or article that needs mending is immediately put into the sewing cabinet to await attention, provided it is of the kind that can wait. Then on Thursday afternoon the girls and their mother have a Sewing Bee. They make a regular party of it, each one mending while all talk. It teaches the girls to sew, to take family responsibility by feeling they have a part in keeping the family in good running order, and last but not least, this is their special time for bringing up problems for discussion, especially moral and religious ones, and for telling Mother all that has happened to them during the week. A good talking over has cleared many problems in their minds, and their mother has little trouble with obedience and other kindred virtues because after they have talked things over they are fairly sure to be able to effect a compromise if they do not see exactly eye to eye. One of the group is responsible each week for some light refreshments, cookies and cocoa, or something simple like that. That also teaches the girls a bit about cooking and the art of being graceful hostesses. Both daughters and mother enjoy it so much that rarely does another engagement interfere. —*Mrs. L. A. W., Alexandria, Mo.*

That Sunday Afternoon!

SUNDAY afternoon is apt to be a probiem for everybody in the family. Father, mother and the youngsters soon get tired of doing nothing or have a feeling of guilt from doing too much. But a group of families I know has worked out a delightful plan for Sunday afternoon. They formed a Sunday Afternoon Hiking Club. Shocking? Yes, perhaps, a few years ago. But now, it is merely the solution of thoughtful, modern parents in harmony with the intense yearning of the growing boy and girl for society and activity. The parents of each child took turns accompanying or assisting ("chaperoning" used to be the word) the girls and boys to have a happy, worth-while Sunday afternoon. They hiked to the mountains near-by, roasted weenies and marshmallows. They went fishing, wading, rowing, and even swimming. They indulge in target practice and played horseshoes. They took bob-sleigh and schooner rides. They coasted; they tried ice-skating and skiing. Sometimes, there was hot chocolate to drink, or corn to pop, candy to pull, or waffles to make on returning.

The purpose was served. A group of young people had a thoroughly good time every Sunday afternoon. Their families enjoyed the satisfaction that comes of knowing that each member is occupied and content, and attendance at Sunday school and the evening church services was not interrupted by the plan.—*Mrs. C. O. R., Brigham City, Utah.*

Tell us how your family has fun together. We will pay $1 for each contribution published. Address Managing Editor, THE PARENTS MAGAZINE, *255 Fourth Avenue, New York, N.Y.*

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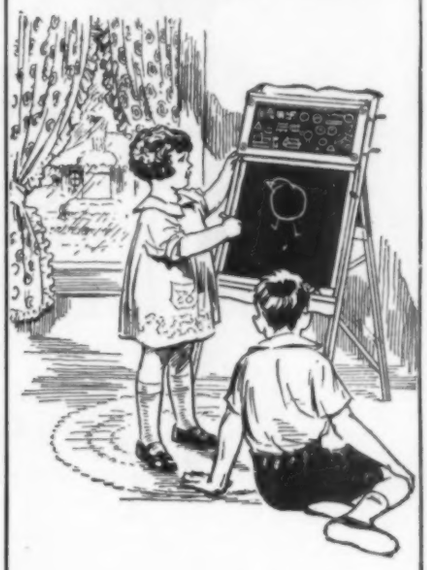

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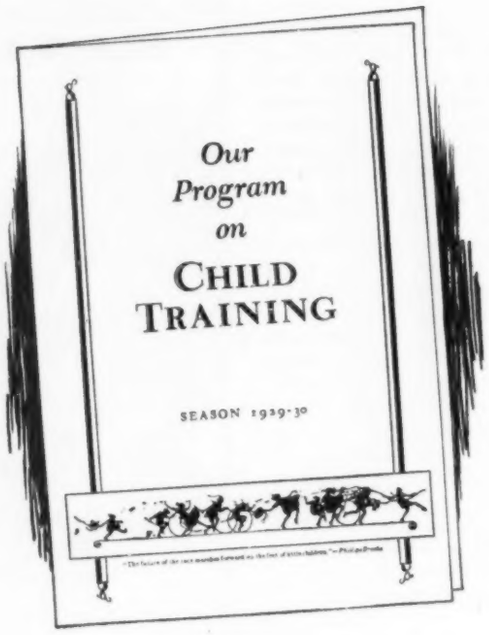

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It will bring to every mother in your community new help and inspiration in her task of bringing up her children.

More than 30,000 copies of OUR PROGRAM ON CHILD TRAINING have been distributed to parents' groups throughout the country—and leaders are grateful for the helpful and constructive material it provides.

The Program on Child Training is an attractively printed folder which forecasts the subjects for group discussion for the entire club year. The articles on which the programs are based are written by eminent authorities, and through this service the foremost educators will contribute to the success of your meetings!

Copies of the Program are available in any quantity, and we shall gladly send them free to groups interested in child care and training.

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Name .....

Address .....

City ..... State.....

Organization ..... Membership.....

G 10-29

A Co-ed at Forty-five

(*Continued from page 24*)

and marched right up to the registrar at our state university. Once I had paid my fee, my inherited ancestral New England thrift, and a very genuine interest in the work held me to the task of getting value received.

The co-ed path is not altogether an easy one, but it is utterly compensating. And it is open to any woman who desires it, for though she may not live in a university town there are splendid mail courses of study available.

Aiming high in order to make a reasonable goal I have mapped out a long and ambitious curriculum: story-writing, psychology, romance languages, and, who knows, I may finish with the sciences! My family shall see my brain is running on its own power!

Very shortly after I entered the class I noticed many of the students' notebooks were neatly done on the typewriter. Immediately I was possessed by an envious desire to do mine likewise. So I bought a typewriter, one of the small, portable variety.

"How are you going to work it?" asked my seventeen-year-old son, and I replied that his father's system of picking out the keys with his two forefingers held some appeal for me. But my son with laudable zeal to start his parent right said, "I think you ought to go over to the night class and learn the touch system."

Without hesitation he introduced me to the head of the typewriting department. "This is my mother," he explained, "and she wants to learn typewriting." All I needed was a shawl over my head and a long, full woolen skirt, so completely did I feel an immigrant mother. But then it was I realized for the first time the wonderful things the public schools are doing to improve the melting pot—what splendid opportunities they offer for adult education.

A few evenings later we had some friends in to dine and my high school son captured the laugh of the evening by his delicious reversal of our status when he remarked, quite innocently, "I saw your teacher today, Mother, and I asked her how you were getting along in typewriting and she said you were a whiz."

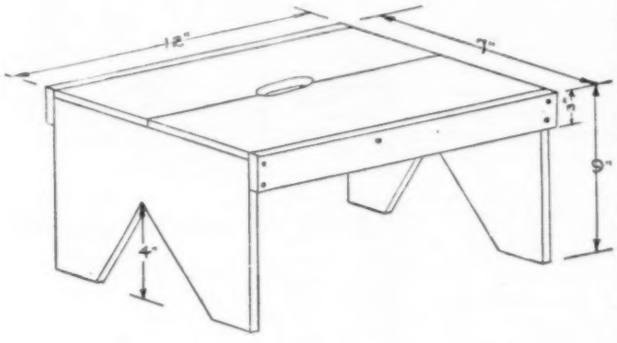
THE joy and peace and stimulation I found in my classes can never be measured. The little, annoying, flea-bite experiences which all housewives encounter have lost their power to irritate. I cannot be bothered with them. If they can be corrected, then yes, I go about it quickly. If not, then I waste no time in vain regrets. I have no room for them. My mind is busy with bigger things.

Now after one of the happiest, busiest years I ever spent the biggest compensation for the not-too-easy co-ed path is, not the two hours' university credits I rate, but the thrill I got when I overheard my youngest son observe proudly to the head of the house "What do you think of Mother pulling down a ninety-something in her English final?"

Things *for* Children to *Do and* to *Make*

Edited by the Playground and Recreation Association of America

MAKING BRAIDED RUGS is a household art that has been revived in the last few years and should appeal to any young girl who likes attractive furnishings for her room. These rugs are easy to make, yet care and practice are necessary in order to have a smooth rug which will lie flat on the floor. Old cotton clothing or similar material makes a suitable rug for the bedroom or bathroom. Cut out the seams and dye the smooth pieces any desired colors. Tear in strips about an inch wide, sew together, and braid, being careful to turn in the raw edges so they will not show. The width of the strips should vary according to the weight of the material used. The braid that works up most satisfactorily is about three-quarters of an inch wide. A little experimenting will teach one to gauge the width of strips. Sew on the wrong side, using a firm stitch and holding the braid slightly full in rounding the ends so that the rug will lie flat when finished.—*N. S., Maryland.*



Boys and Boxes

An army of boys throughout the country has been enlisted to build useful articles from secondhand boxes and crates, many of which are now thrown away or burned. This is a project of the National Committee on Wood Utilization, of the Department of Commerce, who are trying to conserve some of the vast amount of lumber annually consumed in the manufacture of wooden containers.

A booklet called "You Can Make It," the first of a series planned to help solve this problem, may be obtained at ten cents a copy from the Government Printing Office, Washington, D. C. This contains a number of projects for toys and articles with which to equip the home, garden and the camp, which boys, and girls too, will like to make. One of the simpler projects in the booklet is the footstool described here.

For the footstool, a box 12 x 9 x 7 inches is required. Take the box apart. Cut a triangular-shaped notch in each end. Nail boards back in place across the tops of the ends and cut out a handhole in the center. To add to the rigidity of the stool, two strips three inches wide should be nailed lengthwise across the ends near the top.

A Nutty Autumn Game

The players are divided into two groups of equal number and are seated in rows facing each other. A captain is chosen by each group.

To begin the game the captain of one side blindfolds one of his players, leading him out into the space between the two lines. The captain, or the entire group, then say

"Nuts are falling all around
On the frosty autumn ground.
Try to guess, my good friend, do,
Which 'nuts' now are touching you."

The captain of the opposite line has signaled to the particular "nuts" which are to fall at this time. As the last line is repeated these "nuts" give the blindfolded one light taps, indicative of falling nuts. Then they hurry back to their places in line trying to act as if nothing has happened.

The blindfolded player has the bandage removed and must try to guess, from the actions of the "nut" in the opposite line, which fell upon him. If he guesses correctly he takes home with him all the "nuts" which hit him. For each incorrect guess that he makes his side must give a "nut" to the opposite line.

The captain of the opposite team of "nuts" then blindfolds one of the players, the captain of the other line indicating which of his "nuts" shall pelt him. The game proceeds as before and is continued until all players have been absorbed by one or the other side.—*A. C. H., York, Pa.*

Indoor Ball

A BALL much more satisfactory for use indoors than bean bags, or even a rubber ball, may be made by the children from loosely wound strips of cloth and covered with cloth fitted and sewed on. The ball makes no noise and will not injure the furniture. Our boy practices basketball with his cloth ball by using a waste paper basket hung at the proper level.—*Mrs. L. V. R., Reinbeck, Iowa.*

+ + + *what is*

Playskool Institute?

PLAYSKOOL Institute is a group of educators, authorities on child training, practical teachers and parents, all working together with a commercial organization to originate, produce and distribute play material in which is incorporated the basic idea of "learning while playing."

As a result, every product of PLAYSKOOL Institute is approved and sponsored by this active council whose purpose is to provide busy parents with practical play suggestions and materials which will develop the minds of young children in a logical, orderly manner.

PLAYSKOOL Institute Products

The leading product of the Institute is PLAYSKOOL, the Home Kindergarten, which fits into the broadly accepted program of preschool training in the home. Other products recently introduced are: WHOOF, WHOOP, The Brown Bear Bean Bag Game; PLAYSKOOL Peggy Box, a happy assortment of wood blocks, pegs and peg board in an attractive wood box; The Little Peggy Box, a similar, but smaller assortment, in a cardboard carton; KnoWood, an educational kit of 24 wood studies properly labelled and marked with pictures of the leaves and seeds of the various species of trees represented.

All products of the Institute are based on the fundamental PLAYSKOOL Idea of "learning while playing."

Send 25¢ with coupon for the "Get Acquainted Package"

— containing the booklet, "Pre-School Training in the Home," PLAYSKOOL Cut-out Lesson, Sample KnoWood Study and complete information on all PLAYSKOOL Institute Products.

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- ☐ One KnoWood Kit..... @ $ 2.00
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- ☐ One PLAYSKOOL "Get Acquainted Package" @ $ .25

Enclosed find $.....in payment of above items.

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Won't break in boiling water

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They say it is so important not to have the regular feeding schedule interrupted that this boil-proof bottle is a real step toward higher infant health standards.

Do not risk upsetting your baby's schedule by having his bottles break just when feedings are ready.

Use this boil-proof bottle that doctors recommend.

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The two shapes that baby specialists approve—narrow neck and wide mouth—both in 8-ounce size.

Get enough Pyrex Nursing Bottles for a full day's feeding from your druggist. They are made by the makers of Pyrex ovenware. Corning Glass Works, Corning, N. Y.

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The Greatest scientific remedy for

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ARTIFICIAL sunlight from this carbon arc lamp, chemically and therapeutically identical with the ultra-violet and infra-red rays of nature's sun, will positively remedy most cases of rickets in children of any age. It will prevent colds and will revitalize and build up weak, puny youngsters. Will improve appetite. A great help in tuberculous conditions. Brief periodical treatments afford pleasant relief in a host of children's ailments.

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Send for free booklet on the value of sunlight as a preventive and cure for many common troubles.

FLOOR MODEL as shown. . . $60.00
TABLE MODEL—short stand 52.50
50 Carbons and two pairs goggles

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Prize Announcement

ANNE is unhappy because her parents send her to dancing school. Her mother and father have decided that she should be having this social experience in order that she may become accustomed to groups of people. As she is now ten years old they are not inclined to postpone the dancing lessons, although Anne cries before leaving each week. Her mother has investigated and has discovered that her daughter is not popular and that she is usually the last child to be chosen as a partner.

This problem appeared in the August issue of THE PARENTS' MAGAZINE and readers were invited to send us their suggestions for solving it.

The Prize-Winning Answer

DOUBTLESS there are situations that will mean far more to Anne than her dancing class does. Find out the social contacts that she enjoys and let her get accustomed to groups of her own choosing. She may be the kind of child who needs encouragement in leadership. Parties of her own planning will furnish this opportunity and give also the social experience which she needs.

Projects for milk and ice funds, day nurseries or hospitals find a ready response from most children, and the group work which they involve is usually even more valuable to the workers than to the cause they are serving.

A group of boys and girls in our neighborhood spent the month after school closed in planning and rehearsing a play from "Little Men" to get funds for a Fresh Air Camp. The money was the big thing in their eyes, the birthday cake and candles which it was to provide, but to the parents who looked on it was a big educational experience for the children. Shy little girls gained confidence, natural leaders found opportunity for the exercise of their abilities, and all the children showed a feeling of importance which was a delight and amusement to their guests. It was vacation but real education had been going on. We prize creative ability in adult life and yet give so little opportunity for its development in children!

Many achievements come painfully because we are too impatient to wait for the situations that bring about their natural growth. The ordinary dancing class is an unchildlike affair and dislike of it is a promising sign of Anne's independence and discrimination. Somehow her love of rhythm and her joy in expressing it will find an outlet in situations more childlike and natural. Then she will soon learn that dancing is one way of having a good time. It will come as laughter does, from a joyous, happy heart.—*Mary W. Lemmon, Birmingham, Alabama.*

* Honorable mention is made of letters received from Mrs. J. R. Turner, Mansfield, Ohio, and J. J. Martin, Rosedale, N. Y.

A Boon for Mothers—
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New, sanitary, labor saving, mother's helper. Made of special absorbent paper to keep liquids and stains from baby's clothes. Comfortable to wear—made to fit. Adjustable neck band attached with sticker. No more scrubbing fruit stains. No more bibs in the wash. Mention your dealer's name when ordering this generous package.

In sealed envelope
225 BIBS $1 postpaid

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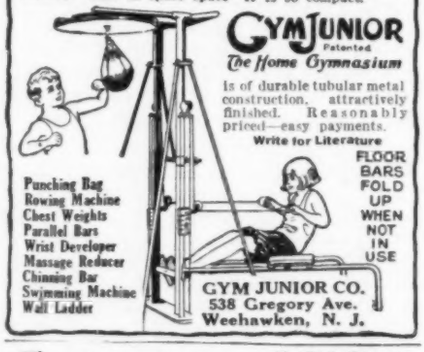

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A stimulating discussion on the hair and scalp and how to interest children in this important subject can be built up from our booklet "Hair Hygiene," prepared for us by hair and skin experts. Free to your Program Chairman; also leaflets and an entertaining motion picture film. Write for details.

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Program for Discussion at Your Next Meeting

PREPARED BY THE CHILD STUDY ASSOCIATION OF AMERICA

THE following outline for study is based on the article "What is Progressive Education?" by Stanwood Cobb, on page 13 of this issue.

How to Use This Program

Appoint a leader who will first read aloud the article on page 13. The leader should then present for discussion the various questions given below. She will next request various members of the group to take up, one by one, the Problems for Discussion. At the close of the meeting it will be found helpful for the leader to read the summary of the main points made in the article. In advance of the meeting, the various book and pamphlet references should be assigned to members of the group who will report on them at the meeting.

Points to Keep in Mind

(1) An important feature of many progressive schools is the vital part which parents play

(a) in organizing, (b) in financing, (c) in conducting.

(2) Interest in progressive education is not confined to schools, but is fostered by certain (a) magazines, (b) educational organizations, (c) colleges and universities, (d) farsighted individuals or groups.

(3) Progressive education involves many avenues of approach, but primarily it means education in the light of newer psychological understanding of the child, with a consequent changed attitude toward him.

(4) We no longer consider childhood as a period of mere preparation for adult life, so school for the small child must be justified in and of itself, rather than as only preliminary training for higher or vocational education.

(5) The progressive school is concerned with the whole child, not only with his "three Rs."

(6) Physical well being and physical activity aid learning; therefore progressive schools abound in activity.

(7) Freedom of body, mind and spirit are fostered by the progressive school.

(8) Teaching the child how and where to obtain information is more valuable than burdening his memory with many facts.

Questions Based on the Article

(1) Is progressive education suitable only for small children?

(2) Does progressive education effect *what* is taught, or only *how* it is taught?

(3) Can a public school be progressive, or can only a private school?

(4) Is progressive education suitable for all types of children?

(5) How do children from progressive schools get on in college where they are thrown with students from more conservative schools?

(6) Why do children seem to prefer progressive schools?

Problems for Discussion

(1) Mr. Brown and his family had always gone to military school and believed in the efficacy of such training. Mrs. Brown wishes to send the boys to the same progressive school that the girls attend. What valid arguments can be advanced on either side? What would determine your decision in this case?

(2) Why does the public school make such a virtue of *quiet* and orderliness, whereas there is so much bustle and activity in the progressive schools? What are the effects on learning?

(3) Describe a home which would be progressive as a good progressive school is. What would be its outstanding characteristics?

(4) Teachers have said that it is much more difficult to be a good progressive teacher than to be a good "old-fashioned" teacher. There are many reasons why this is so. What are some of them? (*Turn to next page*)

Our New Program on Child Training for 1929-30

¶ Let us help you plan your program on child training for the coming year. We will take off your shoulders all the work and worry connected with drawing up a list of subjects and speakers and provide you with a program that will interest every woman in your community.

¶ Our new Program on Child Training is attractively printed and provides space where the names of local officers and the time and place of your meetings may be imprinted. Thousands of P.T.A. and other groups all over the country are using the programs, which we offer free in any quantity desired.

Training the Baby

WELL grounded health habits established before a child is three, are the basis of sound health throughout life. *Early training to the toilet is most important;* a child should be taught to recognize and take care of his own needs at a very early age.

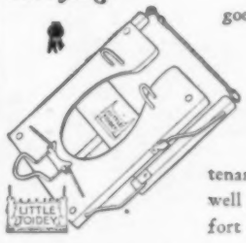
"TOIDEY" AND STEPS

When baby sits alone *(usually between fifth and eighth month)* he should begin to use the "Toidey" with Foot Rest. Baby's feet should always be supported, and knees elevated.

As baby walks, "Toidey" Steps prove a great stimulus in interesting him to climb to his "Toidey"; to brush his teeth, wash his hands, etc.; also help him attain balance, poise and co-ordination. He develops self-reliance and learns to do for himself.

"TOIDEY" STEPS

"Toideys" Fold for Carrying



During all the pre-school years baby should have his "Toidey" wherever he goes, *so that he may always associate the function of elimination with it.* This is important for the maintenance of regularity as well as for baby's comfort and safety.

Free To You!

This new authoritative, scientific and understandable booklet outlines just how to go about training baby and developing proper toilet habits. *Write for it or ask leading dealers.* Tells all about "Toideys" ($3 and $5) and "Toidey" Steps ($6). *Ask also about "Comfy-Safe" Auto Seat (not a toilet) which locks to car and allows baby to ride in safety and comfort and "see out." ($5.50).*

Juvenile Wood Products, Inc.

Gertrude A. Muller, Pres.

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Program for Discussion

(*Continued from page* 81)

(5) Parents whose children are in progressive schools find themselves in very close touch with the school. In what ways is this of value (1) to the parents, (2) to the children, (3) to the school?

References

SCHOOLS OF TOMORROW, by John Dewey. *Dutton.* $2.00.

OUR ENEMY THE CHILD, by Agnes De Lima. *New Republic.* $1.00.

THE CHILD AND HIS SCHOOL, by Gertrude Hartman. *Dutton.* $2.00.

FITTING THE SCHOOL TO THE CHILD, by Irwin and Marks. *Macmillan.* $2.00.

EDUCATION FOR A CHANGING CIVILIZATION, by William H. Kilpatrick. *Macmillan.* $2.00.

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As They Saw It

By MARY SHERBURNE WARREN

What Mother Thought

I should never have invited Mrs. Montrose to supper if I'd dreamed Jackie would act like this. I've told him he must sit in his own place, and now we'll have to make him do so or Caroline will say we have no control over our children. It will be a siege, but we must win out. I can't understand why Jackie should pick this time to act up when he is usually so sweet at the table.

What Jackie Thought

Now, what is Mama up to? I sat by Uncle Ben yesterday and they didn't say anything much. I'm going to sit there again if I want to. Listen: "I want to sit side Uncle Ben! I wa-nt to sit side Uncle Ben! I wa-a-ant to sit side U-u-ncle Be-e-e-n!"

There, I guess that will bring them to terms! Now what's Mama taking me into the pantry for? To spank me! Now I guess I'll holler. "Wouch! Wo-u-ch!" What makes Mama's face so red? It didn't hurt her. There's Papa coming; what does he want? This *is* exciting. Oh, he says he'll put a spoonful of omelet as big as an elephant on my plate, or a little rabbit piece, or, if I like, a middle-sized zebra piece. And I'm hungry, so I don't care where I sit; I want that omelet.

What the Guest Thought

What a stubborn child! Everyone told me I'd see a paragon when I visited this home. They simply raved over his pretty face and lovely manners. I'll tell them they're decidedly mistaken.

What Grandmother Thought

Served them right. If they'd brought up eight children, as I have, they'd know better than to enforce previously unenforced rules in the presence of company. They'll learn in time—as I did.

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